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Alaska Reads Act Evaluation Report: Year 2

Prepared for the Alaska Department of Education & Early Development

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Executive Summary

Purpose/Background

With a mission of "an excellent education for every student every day," the Department of Education & 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 components: **1) District Reading Improvement Plan (DRIP/MTSS[1]), 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.

Methodology

This Year Two annual evaluation report includes findings from the annual Leadership & Educator Survey and DEED staff interviews, as well as an assessment of student literacy outcomes and administrative outcomes (refer to the Methods section starting on page 2 for more details). Student outcome data was provided by DEED and included demographic data, attendance 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. Administrative data included VLC data, endorsement data, district-level data, and enrollment data. A summary of the Year Two findings is provided in the report that follows and covers the four components 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 as well as additional findings not included in this executive summary, please refer to the full report starting with the Introduction on page 1 and the Findings section starting on page 5.

[1] Districts are required to develop and update 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.

1. District Reading Improvement Plan (DRIP/MTSS)

Key Findings from the State & District Level Data

During the 2024-2025 school year, Alaska had a statewide ratio of 18.19 students per one teacher, 201.41 students per one administrator, and 0.09 administrators per one teacher. As of October 7, 2025, approximately 3,466 educators responsible for reading instruction have received an Alaska Reads Act endorsement, representing an increase of 1,824 endorsements since March 3, 2025, as noted in the Year 1 Evaluation Report. This substantial growth in endorsed educators demonstrates noteworthy progress in building statewide capacity for evidence-based literacy instruction.

Key Findings from the Leadership & Educator Survey

The statewide literacy initiative demonstrates widespread implementation across multiple domains. District reading plans have achieved high awareness among school leaders (90.0 percent) and educators (76.8 percent), with more than four in five educators (82.6 percent) reporting these plans guide their comprehensive literacy instruction to a moderate or great extent. Three-quarters of district representatives (75.0 percent) expressed strong confidence that core reading materials are evidence-based and align with the science of reading, while 95.3 percent of school leaders reported that teachers implement the core reading curriculum with integrity either always or most of the time. Districts have established comprehensive assessment systems spanning universal screening, tiered intervention placement, progress monitoring, and diagnostic testing, with 83.1 percent of school leaders indicating moderate to high confidence levels regarding teachers' ability to use reading assessment data to inform instruction. Educators demonstrated strong commitment to science of reading principles, with 92.2 percent agreeing or strongly agreeing they are committed to applying evidence-based practices in classroom instruction, and 84.7 percent believing their application of these practices has positively impacted student literacy outcomes.

Key Findings from the Student Learning Outcomes

Across all K-3 students, the rate of students meeting or exceeding literacy proficiency on the DIBELS screener increased by 3.0 percentage points from Fall 2023 to Fall 2024. Among students who scored below or well below proficient in Fall 2024, 38.6 percent achieved proficiency by Spring 2025, representing a 4.6 percentage point improvement over the previous school year. Third grade AK STAR proficiency rates remained relatively stable across two consecutive school years, with 28.1 percent of students scoring at or above proficient in Spring 2024 and 28.7 percent in Spring 2025. Longitudinal data shows that the Spring 2024 third grade cohort demonstrated a 4.9 percentage point increase in proficiency rates (reaching 33.0 percent) when assessed again in fourth grade. For the 2024-2025 school year, the average rate of chronic

absenteeism across all K-3 students reached 41.3 percent, indicating that more than two in five early elementary students miss 10 percent or more of instructional time. Furthermore, over three-quarters of chronically absent third grade students scored below proficient on the AK STAR assessment in Spring 2025. The rate of third grade students progressing with a waiver decreased by 2.7 percentage points in 2024-2025 compared to the previous school year, while the overall progression rate increased slightly by 0.3 percentage points. Achievement gaps persist among students who progressed to fourth grade with a waiver in 2024-2025.

2. Department Reading Program

The Department Reading Program was implemented for the first time in the 2024-2025 school year, serving 18 schools across seven districts. Education specialists partnered directly with DRP schools to translate district-level reading plans into site-specific Intensive School Reading Improvement Plans (ISRIPs) tailored to each school's unique needs. Support included leadership coaching, professional learning community modeling, classroom observations, and data reviews focused on using screening results to drive instruction. Reading specialists conducted 15 in-person site visits throughout the 2024-2025 school year. DRP school-level survey respondents provided suggestions for expanding support, including earlier site visits for classroom modeling at the beginning of the school year, training on using data to determine interventions, weekly virtual coaching sessions, guidance on integrating reading instruction into other content areas, and regular planning and data meetings with teachers. AK STAR literacy proficiency among DRP school students showed modest year-over-year gains, with third grade proficiency increasing by 1.2 percentage points from Spring 2024 to Spring 2025.

3. Virtual Learning Consortium

As of December 2025, the Virtual Learning Consortium (VLC) offers nine virtual courses spanning foundational reading instruction, coaching, leadership, specialized programs for educators and administrators, as well as offering virtual student resources. The VLC saw a total of 6,244 distinct course enrollments by teachers and staff, with 4,675 (74.9 percent) course completions. Awareness of the professional development offered through the VLC varies by role, with 64.1 percent of district-level survey respondents reporting awareness, compared to 25.8 percent at the school level and 10.8 percent among educators. Moving forward, DEED plans to strengthen outreach and build awareness of the VLC through targeted newsletters and presentations to ensure all educators are aware of this resource.

4. Early Education Programs

As part of the Alaska Reads Act Early Education Programs (EEP), DEED awarded grant funds to seven district grantees in 2023 and added two additional grantees in 2024, bringing the total to nine Early Education Program grantees. An additional three districts have met the EEP standards.

Across the nine program grantees, approximately 359 students were enrolled in Spring 2025, representing an increase of 261 students from the prior school year. Among EEP grantee students who completed the Teaching Strategies GOLD assessment, the number meeting or exceeding proficiency in literacy increased by 43.9 percentage points from Fall 2024 to Spring 2025, consistent with the previous school year's growth of 41.7 percentage points, indicating a positive trend in student progress over the academic year.

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.

- Survey findings from educator level respondents responsible for implementing reading instruction at the K-3 level demonstrated strong educator confidence and commitment to science of reading practices, with over three-quarters of respondents (88.5 percent) feeling moderately to very confident applying the knowledge and skills gained from the science of reading coursework in intervention settings and nearly all (92.2 percent) perceiving these methods as equally or more effective than other literacy instruction approaches. The vast majority of educator respondents (92.2 percent) report commitment to implementing evidence-based practices, and most (84.7 percent) believe their application has positively impacted student literacy outcomes. These findings demonstrate strong educator buy-in to the science of reading, suggesting future efforts should shift toward ensuring adequate supports and resources for implementation fidelity.

- The Alaska Reads Act literacy initiative demonstrated measurable progress in the 2024-2025 school year, with student outcomes showing encouraging signs of early intervention efforts. Nearly two in five K-3 students who initially scored below proficient in Fall 2024 achieved proficiency by Spring 2025, representing an improvement from the previous year. The rate of third grade students progressing with a waiver also decreased slightly compared to the previous year, and other student outcome indicators similarly reflected positive trends. As the Alaska Reads Act initiative continues to mature, the hope will be to see even greater gains year after year.

- The Department Reading Program's personalized support model appears to resonate strongly with participating schools. Education specialists partnered directly with schools to translate district plans into site-specific improvement plans and provided targeted

coaching on professional learning communities, progress monitoring, and data-driven instruction. Schools valued this hands-on, practical support and requested expanded offerings such as early-year classroom modeling, weekly coaching sessions, and enhanced guidance on data utilization and cross-content literacy integration. Notably, all eligible districts chose to reapply and interest from new schools has grown considerably, suggesting participants perceive tangible value in the intensive support approach. As demand increases, maintaining the personalized, relationship-based model while meeting requests for more frequent touchpoints will be critical to preserving program quality and impact.

- While nearly three-quarters of enrolled educators (74.9 percent) have completed courses and participants report finding the content useful and applicable to their work with students, awareness of the VLC remains notably low among those it is designed to serve. Only about one in ten educator level respondents reported knowing about the VLC, and awareness among school leaders was similarly limited at roughly one in four. This gap is concerning given that some educators and school leaders cited costs and limited course options as barriers to meeting literacy requirements, despite free VLC courses being available for the Alaska Reads Act endorsement. Enhanced outreach and communication efforts could help bridge this awareness gap and ensure all educators across the state can benefit from the free courses and resources available to them through the VLC.

- The Early Education Program has demonstrated substantial growth in reach and encouraging early literacy outcomes during its second year. Student enrollment in grant-funded programs increased from 98 students in Spring 2024 to 359 students in Spring 2025, reflecting expanded access to early education in underserved areas. Students showed meaningful literacy gains throughout the year, with the percentage meeting or exceeding proficiency increasing by 46.1 percentage points from fall to spring among those assessed at both time points, surpassing the prior year's growth of 38.5 percentage points. Comprehensive implementation supports including monthly webinars, coaching through Learn & Grow, and technical assistance for observation-based assessment systems have helped grantees build capacity and transition from initial setup toward using data to drive continuous improvement. As the program matures, it appears well positioned to serve as an early intervention point for reading success.

Introduction

With a mission of "an excellent education for every student every day," the Alaska Department of Education and Early Development (DEED) seeks to address the education challenges that Alaska faces 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 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 components include the following: **1) District Reading Improvement Plan (DRIP/MTSS)**, **2) Department Reading Program (DRP)**, **3) Virtual Learning Consortium (VLC)**, and **4) Early Education Programs (EEP)**.[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 Year One, PRE focused on gathering information and building knowledge around the Alaska Reads Act to inform the development of an evaluation plan, research questions, logic model (presented in Appendix A), and data sharing agreement/data request, which culminated in the first annual report that showcased baseline findings from the 2023-2024 school year. This Year Two report is organized by the research questions and includes findings from the Leadership & Educator Survey administered during the 2024-2025 school year at the district, school, and educator level, DEED staff interviews, literacy outcome findings, and district/school-level administrative outcome findings. The evaluation approach captured 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.

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

Methods

The methods for this study were designed to address research questions that were developed in collaboration with DEED to effectively evaluate the four Alaska Reads Act components and meet the Alaska Reads Act reporting requirements. In Year Two of the evaluation, PRE conducted the first annual administration of the Leadership & Educator Survey as well as interviews with DEED staff involved in Alaska Reads Act implementation. PRE also conducted outcome analyses using student literacy data and administrative data provided by DEED. The matrix presented below provides a summary of the methods used to evaluate the impact of the four Alaska Reads Act components during the 2024-2025 school year (see Table 1). The methods for each data collection activity are described in more detail below.

Table 1. Grant Activities and Evaluation Methods

Alaska Reads Act Component	Method
#1. District Reading Improvement Plan	♦ Leadership & Educator Survey ♦ DEED Staff Informational Interviews ♦ Literacy Outcome Data Analysis ♦ Administrative Data Analysis
#2. Department Reading Program	♦ Leadership & Educator Survey ♦ DEED Staff Informational Interviews ♦ Literacy Outcome Data Analysis ♦ Administrative Data Analysis
#3. Virtual Learning Consortium	♦ Leadership & Educator Survey ♦ DEED Staff Informational Interviews ♦ Administrative Data Analysis
#4. Early Education Programs	♦ Leadership & Educator Survey ♦ DEED Staff Informational Interviews ♦ Literacy Outcome Data Analysis ♦ Administrative Data Analysis

Annual Leadership & Educator Survey

PRE developed the Leadership & Educator Survey to gather insights into literacy education and Alaska Reads Act implementation at the district, school, and educator level. Each level of the survey was customized for each target group to assess the implementation of and experience with the District Reading Intervention Program, Department Reading Program, Early Education Program, and Virtual Learning Consortium. Each level of the survey was distributed via email by DEED using an online link and QR code. The survey was administered from April 22, 2025 through June 2, 2025 to each of the three target groups including 1) district leadership, 2) school administrators, and 3) educators responsible for reading instruction from Pre-K through third grade. The district level portion of the survey received a total of 40 responses (response rate = 76.9%) representing 40 distinct districts, the school level portion of the survey received a total of 130 responses (response rate = 34.1%) representing 126 distinct schools[3] across 35 districts, and the educator level portion of the survey received a total of 289 responses (response rate = 8.1%) representing 115 distinct schools across 28 districts (see Table 2). Findings from the Leadership & Educator Survey are presented throughout the Findings section below with additional findings from the survey presented in Appendix B.

Table 2. Leadership & Educator Survey response rate

Survey Respondent Group	Response Rate[4]	Representation
District Level	76.9% (n = 40/52[5])	40 districts
School Level	34.1% (n = 130/381)	126 schools; 35 districts
Educator Level	8.1% (n = 289/3,576)	115 schools; 28 districts

Annual DEED Staff Interviews

PRE conducted interviews with DEED staff involved in supporting the various Alaska Reads Act components. A total of nine interviews (n = 9) were completed virtually between July 8 and 22, 2025. DEED staff were asked questions about implementation of the four different Alaska Reads

[3] One principal completed one survey on behalf of five schools and a few schools had multiple school level survey responses.

[4] Note: The response rates were calculated using the total number of districts that provide K-3 education (n = 52), the total number of schools providing 3rd grade or lower (n = 381), and the total number of educators with a lowest teaching grade of PK-3 (n = 3,576) including teachers, SPED teachers, associate teachers, correspondence teachers, ESL teachers, head teachers, on-site supervising teachers, remedial specialists, and visiting teachers.

[5] There are 53 total school districts in Alaska, however Mt. Edgecumbe was excluded from the survey and response rate calculation as it does not provide K-3 education.

Act components, services provided to districts, strengths and challenges of implementation, and areas for future improvement.

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 Two, literacy outcome data included demographic data, attendance 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 for the 2024-2025 school year, which will be compared to the previous school year outcomes that serve as a baseline. Summative analysis includes, 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, the rate of chronic absenteeism, as well as literacy outcome trends for District Reading Program schools and Early Education Program grantees.

Administrative Data

In Year Two, 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. Within each component section, findings are organized by the research questions used to guide this evaluation.

#1 District Reading Improvement Plan (DRIP/MTSS)

This section includes a review of findings related to the District Reading Improvement Plan (DRIP/MTSS) with subsections organized by data source: 1) State and District Level Data; 2) Annual Leadership & Educator Survey; 3) DEED Staff Insights; and 4) Student Learning Outcomes. The top of each subsection offers key findings to provide the reader with quick takeaways.

The DRIP/MTSS is the first and only required component of the Alaska Reads Act to be implemented by all 52 school districts providing K-3 education. The DRIP/MTSS 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 and update 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. Districts must also indicate the types of tiered attendance supports they plan to employ to strategically improve student attendance. Additionally, 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 were required to earn

the Alaska Reads Act Endorsement[6] by June 30, 2025, and all school staff hired after July 1, 2025 are 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.

Key Findings
Statewide Staffing Ratios: Across all school districts for the 2024-2025 school year, the State of Alaska had a ratio of 18.19 students per one teacher, 201.41 students per one administrator, and 0.09 administrators per one teacher.
Alaska Reads Act Endorsement Progress: As of October 7, 2025, approximately 3,466 educators responsible for reading instruction have received an Alaska Reads Act endorsement. This is an increase of 1,824 Alaska Reads Act endorsements since March 3, 2025, as noted in the Year 1 Evaluation Report.
Key findings from the Leadership & Educator Survey (p. 10) and Student Learning Outcomes (p. 56) are presented in their respective sections below.

Across all school districts for the 2024-2025 school year, the State of Alaska has a ratio of 18.19 students per one teacher, 201.41 students per one administrator[7], and 0.09 administrators per one teacher, as displayed in Table 3. This finding is very similar to the 2023-2024 school year which saw a ratio of 18.18 students per one teacher, 215.08 students per one administrator, and 0.09 administrators per one teacher. Table 4 details the student-teacher, student-administrator, and teacher-administrator ratios for each of the 53[8] school districts within Alaska for the 2024-2025 school year.

Table 3. 2024-2025 School Year: State-level student, teacher, and administrator ratios (Administrative data)

Total # of Students (PK-12)	Total # of Teachers	Total # of Administrators
129,907	7,143	645
Student-Teacher Ratio	**Student-Administrator Ratio**	**Administrator-Teacher Ratio**
18.19	201.41	0.09

[6] Teachers and staff responsible for reading instruction that do not receive the endorsement by July 1, 2025, will be considered "out of field."
[7] Administrator includes superintendent, assistant super intendent, principal, and assistant principal.
[8] The total number of school districts was changed from 54 to 53 for the 2024-2025 school year.

Table 4. 2024-2025 School Year: Student, teacher, and administrator ratios by district (Administrative data)

District (n = 53)	Student-Teacher Ratio	Student-Administrator Ratio	Administrator-Teacher Ratio
Alaska Gateway School District*	12.49	69.27	0.26
Aleutian Region School District	7.00	45.65	0.33
Aleutians East Borough School District	8.36	59.33	0.14
Anchorage School District*	19.28	256.49	0.08
Annette Island School District	8.91	88.53	0.12
Bering Strait School District	10.80	87.25	0.12
Bristol Bay Borough School District*	10.82	53.00	0.20
Chatham School District*	8.31	64.80	0.15
Chugach School District*	34.57	617.00	0.06
Copper River School District*	17.31	98.25	0.18
Cordova City School District*	12.89	120.74	0.11
Craig City School District*	24.12	205.00	0.16
Delta/Greely School District*	21.02	242.75	0.09
Denali Borough School District*	39.96	460.52	0.19
Dillingham City School District	11.35	100.75	0.11
Fairbanks North Star Borough School District*	19.49	275.74	0.07
Galena City School District*	80.00	628.31	0.13
Haines Borough School District*	12.44	85.00	0.15
Hoonah City School District	9.17	220.00	0.08
Hydaburg City School District*	12.77	58.50	0.33
Iditarod Area School District*	12.64	131.50	0.10
Juneau Borough School District*	17.67	271.79	0.07
Kake City School District	8.18	117.00	0.07
Kashunamiut School District	14.55	160.00	0.09
Kenai Peninsula Borough School District*	16.65	204.08	0.10
Ketchikan Gateway Borough School District*	13.85	145.93	0.09
Klawock City School District	9.48	63.50	0.15
Kodiak Island Borough School District*	14.21	192.91	0.07
Kuspuk School District	10.03	103.00	0.10
Lake and Peninsula Borough School District*	8.09	37.65	0.23
Lower Kuskokwim School District	14.97	112.11	0.14
Lower Yukon School District	15.77	101.35	0.16

District (n = 53)	Student-Teacher Ratio	Student-Administrator Ratio	Administrator-Teacher Ratio
Matanuska-Susitna Borough School District*	19.23	271.27	0.07
Mount Edgecumbe High School	16.95	84.40	0.20
Nenana City School District*	83.57	761.00	0.11
Nome Public Schools*	13.69	112.00	0.12
North Slope Borough School District	11.43	97.53	0.12
Northwest Arctic Borough School District*	15.88	105.14	0.16
Pelican City School District	6.00	12.00	0.50
Petersburg Borough School District	12.82	154.67	0.08
Pribilof School District*	12.15	72.22	0.19
Saint Mary's School District	12.71	98.89	0.14
Sitka School District*	13.52	120.00	0.11
Skagway School District	10.62	138.00	0.08
Southeast Island School District*	8.54	113.10	0.10
Southwest Region School District	12.93	103.36	0.21
Unalaska City School District	12.91	116.21	0.11
Valdez City School District	13.30	242.00	0.07
Wrangell Public School District	13.20	88.00	0.15
Yakutat School District*	15.83	95.00	0.17
Yukon Flats School District	8.75	125.00	0.10
Yukon-Koyukuk School District *	52.20	435.03	0.18
Yupiit School District	13.36	129.63	0.13

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

Table 5, presented below, shows the current number of Alaska Reads Act endorsements awarded by the Teacher Education and Certification Office as of October 7, 2025. A total of 2,811 teachers out of an estimated 3,576 K-3 teachers have completed the science of reading coursework and been awarded the Alaska Reads Act K-3 Teacher endorsement for a completion rate of 78.6%. It is important to note that the number of educators who have completed the science of reading coursework is likely even greater. A total of 451 administrators have received the Alaska Reads Act endorsement for teachers/administrators, 142 reading teachers have completed the Alaska Reads Act endorsement for reading teachers, and 62 early education lead teachers have completed the Alaska Reads Act endorsement for early education lead teachers. This is an increase of 1,824 Alaska Reads Act endorsements received since March 3, 2025, as noted in the Year 1 Evaluation Report.

Table 5. Number of teachers/administrators who have received the Alaska Reads Act endorsement as of October 7, 2025 (Administrative data)

Type of Endorsement	Total # of endorsements	Requirement
Alaska Reads Act K-3 Teacher	2,811	All teachers/staff responsible for literacy instruction
Alaska Reads Act K-3 Administrator	451	All administrators responsible for literacy instruction
Alaska Reads Act Reading Teacher	142	One per K-3 school is encouraged*
Alaska Reads Act Early Education Lead Teacher	62	One per EE program**

**There are a total of 381 K-3 schools.*
***There are a total of nine Early Education (EE) programs as of April 2025.*

Table 6, presented below, shows the total number of Alaska Reads Act endorsements awarded by the Teacher Education and Certification Office as of the June 30, 2025 deadline for teachers employed prior to June 30, 2025. A total of 2,551 teachers out of an estimated 3,576 K-3 teachers had completed the science of reading coursework and had been awarded the Alaska Reads Act K-3 Teacher endorsement for a completion rate of 71.3%. A total of 390 administrators have received the Alaska Reads Act endorsement for teachers/administrators, 128 reading teachers have completed the Alaska Reads Act endorsement for reading teachers, and 45 early education lead teachers have completed the Alaska Reads Act endorsement for early education lead teachers.

Table 6. Number of teachers/administrators who have received the Alaska Reads Act endorsement as of June 30, 2025 (Administrative data)

Type of Endorsement	Total # of endorsements	Requirement
Alaska Reads Act K-3 Teacher	2,551	All teachers/staff responsible for literacy instruction
Alaska Reads Act K-3 Administrator	390	All administrators responsible for literacy instruction
Alaska Reads Act Reading Teacher	128	One per K-3 school is encouraged*
Alaska Reads Act Early Education Lead Teacher	45	One per EE program**

**There are a total of 381 K-3 schools.*
***There are a total of nine Early Education (EE) programs as of April 2025.*

Leadership & Educator Survey Findings

Key Findings
Strong Familiarity and Implementation of District Reading Improvement Plans: The vast majority of school leaders (90.0 percent) and educators (76.8 percent) demonstrated moderate to high familiarity with their district's DRIP/MTSS plans. This awareness translates into practice, with over three-quarters of educators (82.6 percent) reporting that these plans guide their comprehensive literacy instruction to a moderate or great extent.
Widespread Confidence in Evidence-Based Core Reading Programs and Fidelity of Implementation: Three-quarters of district representatives (75.0 percent) expressed strong confidence that their core reading materials are evidence-based and align with the science of reading. This confidence is supported by high implementation fidelity, with 95.3 percent of school leaders reporting that teachers implement the core reading curriculum with integrity either always or most of the time.
Robust Assessment Systems with Moderate to High Confidence in Data Utilization: Over three-quarters of district representatives have established comprehensive procedures, supports, and resources for universal screening, student placement in tiered interventions, progress monitoring, and diagnostic testing. Furthermore, 83.1 percent of school leaders indicated moderate to high confidence levels regarding teachers' ability to correctly use reading assessment data to inform instruction.
Positive Educator Beliefs About Science of Reading Impact: Educator survey respondents demonstrated strong commitment to science of reading practices, with 92.2 percent agreeing or strongly agreeing they are committed to applying evidence-based practices in their classroom instruction. A large majority of educator respondents believe their application of the science of reading practices has positively impacted student literacy outcomes (84.7 percent) and have noticed tangible differences in student literacy outcomes since implementing evidence-based instructional practices (75.3 percent).
Established IRIP Processes with Varied Parent Engagement: Educators indicated extensive experience with IRIPs, with 85.9 percent having implemented them with students who have reading deficiencies. While nearly three-quarters of school leaders (73.6 percent) are very confident that all parents and guardians receive required IRIP notifications, the effectiveness of parent meetings and overall parent engagement remains moderate, with school and educator respondents reporting neutral to agreeable levels of parent responsiveness and active engagement in discussions about their child's reading development.

Findings from the Leadership & Educator Survey presented below include three distinct levels of respondents: **1) district-level** (i.e., district representatives), **2) school-level** (i.e., school principals, vice principals, or other school administrators), and **3) educator-level** (i.e., teachers or other school staff providing literacy instruction). The survey level is written out for each table and figure as well as differentiated by color (see color legend below).

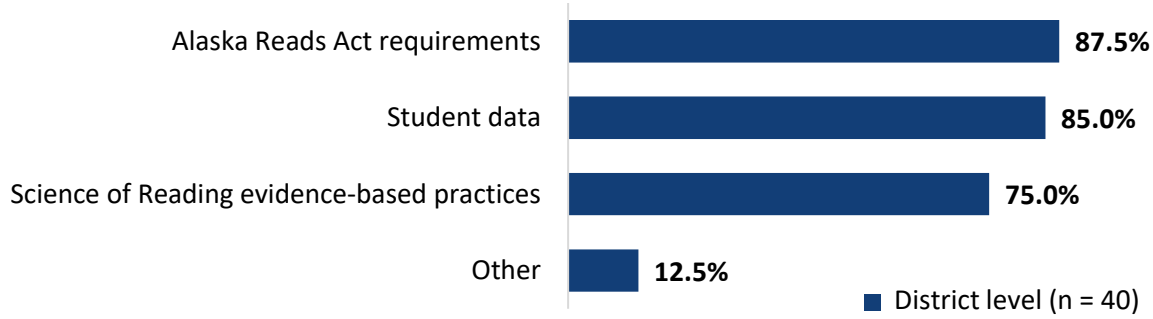
Color Legend	
District Level = **Navy Blue**	
School Level = **Teal**	
Educator Level = **Green**	

DRIP/MTSS Implementation

To what extent are district-level MTSS plans being implemented at the district and school level?

District representatives commonly utilized Alaska Reads Act requirements, student data, and science of reading evidence-based practices to inform the annual revisions of their DRIP/MTSS plan (see Figure 1).

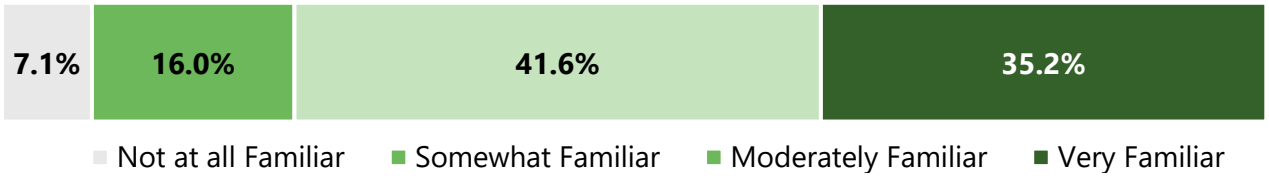
Figure 1. Aspects that informed revisions of the annual DRIP/MTSS plan for district leaders; select all that apply (Leadership & Educator Survey)



Among school level survey respondents, 90.0 percent were moderately to very familiar with their district's DRIP/MTSS plan (see Figure 2) and 92.8 percent of educator level survey respondents were at least somewhat familiar with their district's DRIP/MTSS plan (see Figure 3).

Figure 2. School leader familiarity with their district's DRIP/MTSS plan (Leadership & Educator Survey) (School level; n = 130)

Figure 3. Educator familiarity with their district's DRIP/MTSS plan (Leadership & Educator Survey) (Educator level; n = 281)

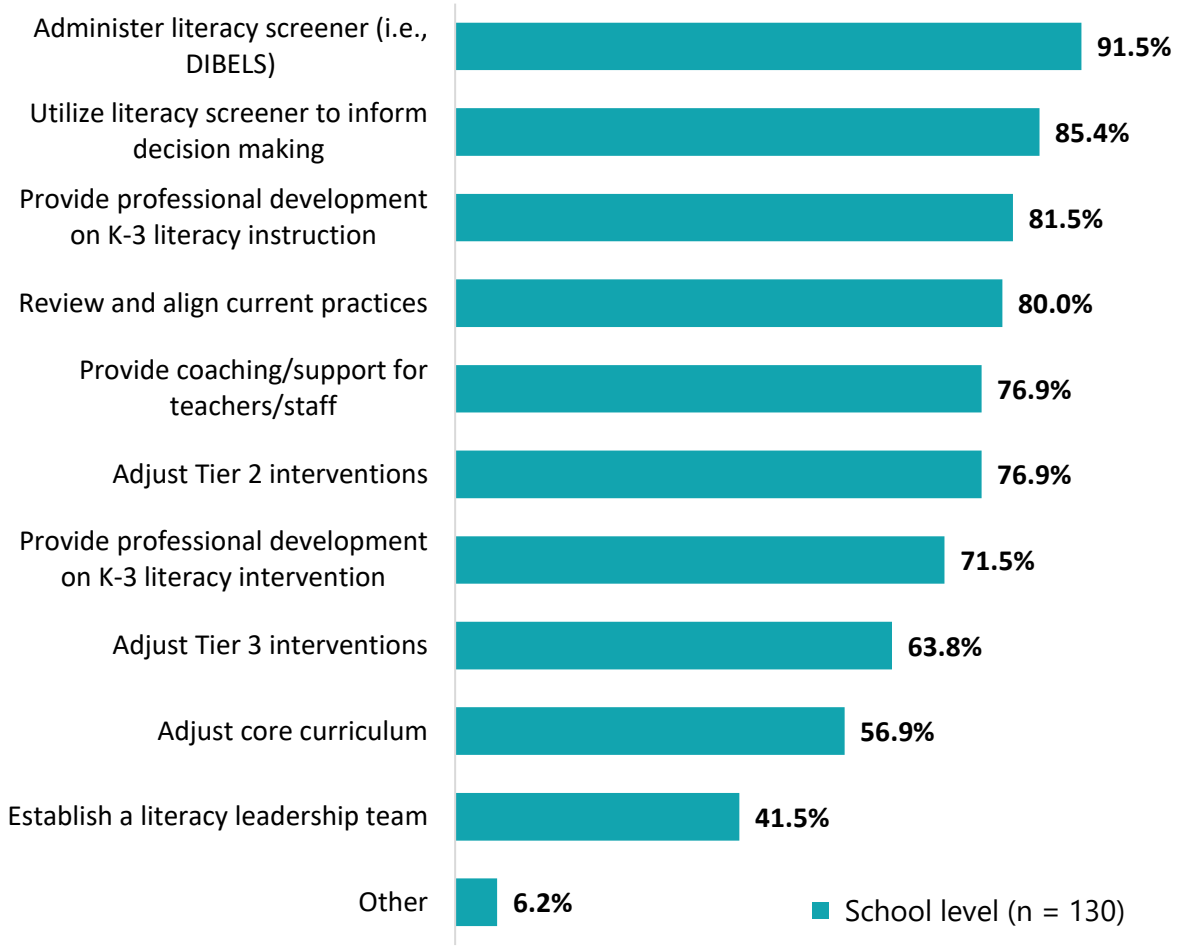


Almost three-quarters of school leaders (73.6 percent) indicated that their school is very aligned with their district's DRIP/MTSS plan, 16.0 percent are moderately aligned, and 10.4 percent are somewhat aligned (see Figure 4).

Figure 4. School leaders' perspective on extent of school alignment with their district's DRIP/MTSS plan (Leadership & Educator Survey) (School level; n = 125)

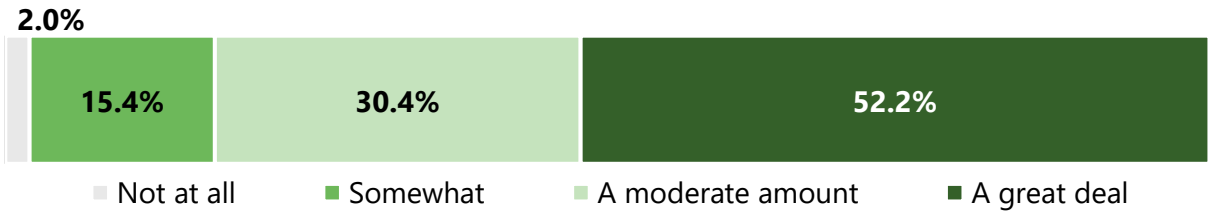
The most common actions taken by schools to align with their district's DRIP/MTSS plan included administering a literacy screener (91.5 percent), utilizing literacy screener data to inform decision making (85.4 percent), providing professional development on K-3 literacy instruction (81.5 percent), reviewing and aligning current practices (80.0 percent), adjusting tier two interventions (76.9 percent), and providing coaching/support for teachers and staff (76.9 percent) (see Figure 5).

Figure 5. Actions taken by schools to align with their district's DRIP/MTSS plan; select all that apply (Leadership & Educator Survey)



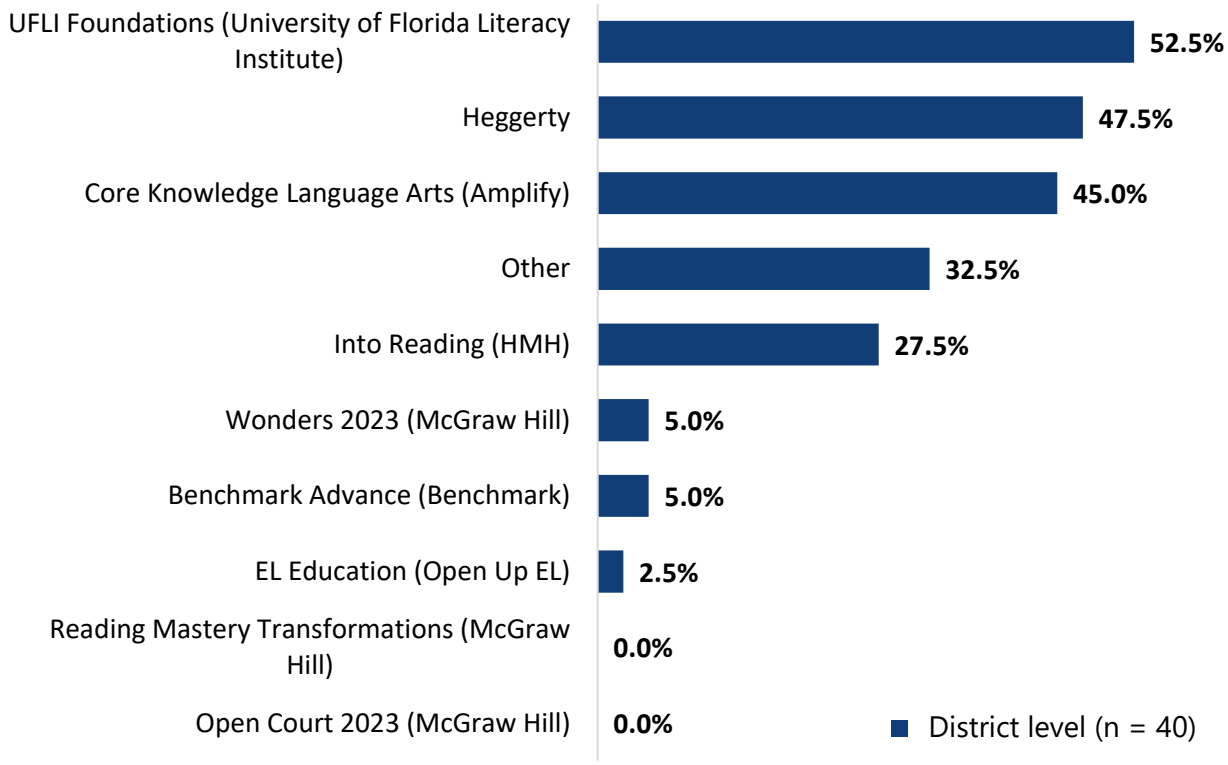
Over half of all educator level survey respondents (52.2 percent) noted that their district's DRIP/MTSS plan guides their work in comprehensive literacy instruction a great deal followed by 30.4 percent selecting a moderate amount and 15.4 percent selecting somewhat (see Figure 6).

Figure 6. The degree to which the school has used their district's DRIP/MTSS plan to guide educators' work in comprehensive literacy instruction (Leadership & Educator Survey) (Educator level; n = 247)



The Leadership & Educator Survey asked respondents a set of questions about the core reading curriculum. Approximately half of district representatives reported using University of Florida Literacy Institute (UFLI) (52.5 percent), Heggerty (47.5 percent), and Core Knowledge Language Arts (Amplify) (45.0 percent), while approximately a quarter of district respondents reported using Into Reading (HMH) (27.5 percent) (see Figure 7). One-third of district representatives reported using other core reading curricular materials including Collaborative Classroom, Wilson Fundations, Wit & Wisdom, SAVVAS, Yugtun, Really Great Reading, Magnetic Reading, Ready Reading, and Fishtank ELA.

Figure 7. Core reading curricular materials used by districts during the 2024-25 school year; select all that apply (Leadership & Educator Survey)

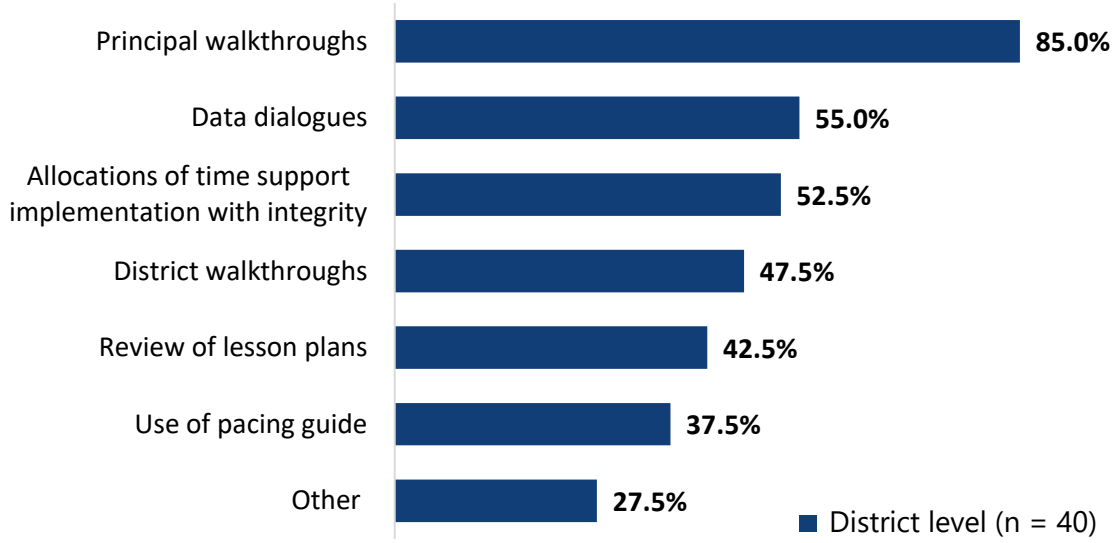


Three-quarters of district representatives (75.0 percent) were very confident that core reading curricular materials used in their district are evidence-based and support the science of reading (see Figure 8). This finding shows a 9.2 percentage point increase in representatives selecting very confident to this question compared to the 2024 DEED District Reading Survey. Only 2.5 percent of district representatives were not at all confident that their core reading curriculum supported the science of reading.

Figure 8. District leaders' level of confidence that core curricular reading materials align with the science of reading (Leadership & Educator Survey) (District level; n = 40)

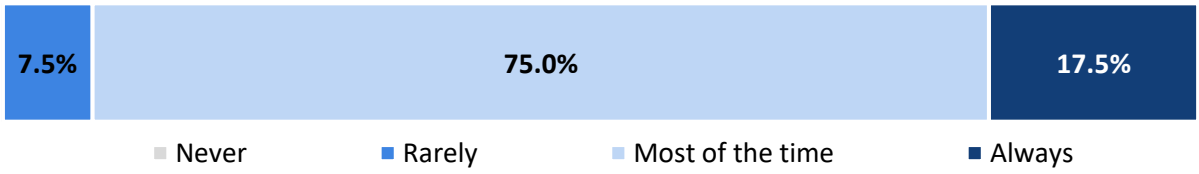
To ensure that the K-3 core reading program is implemented as intended, district representatives most commonly indicated that they conduct principal walkthroughs (85.0 percent), data dialogues (55.0 percent), allocations of time to support implementation with integrity (52.5 percent), district walkthroughs (47.5 percent), and review of lesson plans (42.5 percent) (see Figure 9).

Figure 9. How districts ensure that the K-3 core reading program is implemented as intended; select all that apply (Leadership & Educator Survey)



A large majority of district representatives felt that teachers implement the core reading curriculum with integrity most of the time (75.0 percent) or always (17.5 percent), and 7.5 percent of district representatives felt teachers rarely implemented the core reading curriculum with integrity (see Figure 10).

Figure 10. District leader perceptions of teacher implementation integrity of the core reading curriculum (Leadership & Educator Survey) (District level; n = 40)

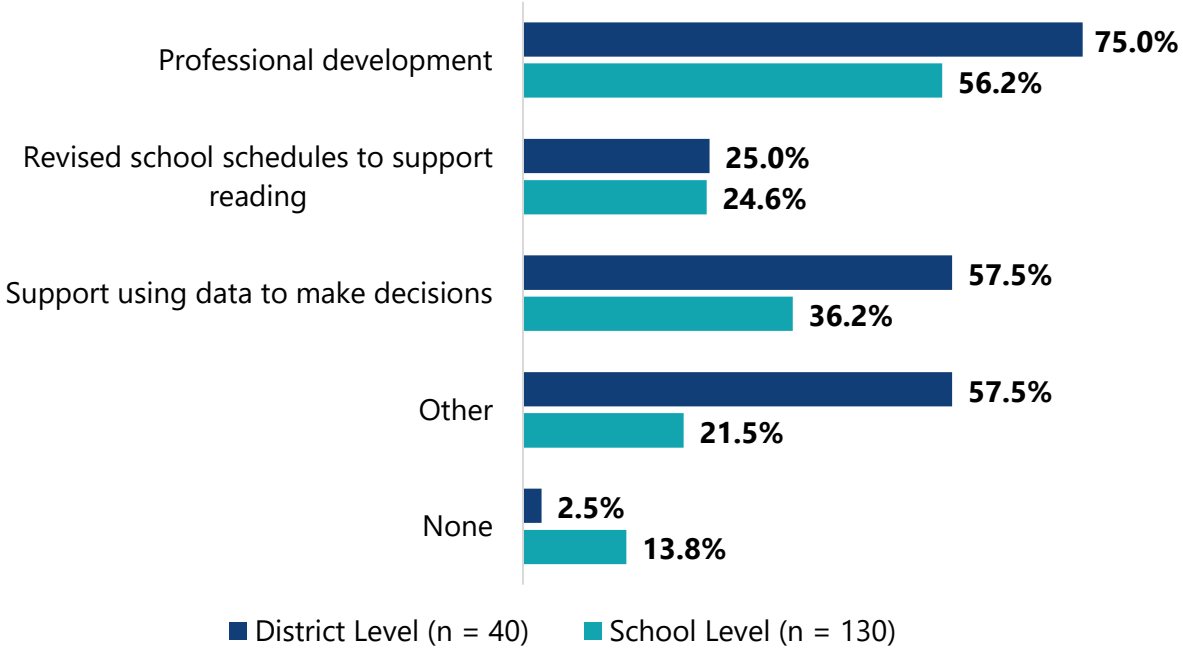


Similar to district representatives, a large majority of school leaders felt that teachers implement the core reading curriculum with integrity most of the time (53.8 percent) or always (41.5 percent), and 4.6 percent of school leaders felt teachers rarely or never implement the core reading curriculum with integrity (see Figure 11).

Figure 11. School leader perceptions of teacher implementation integrity of the core reading curriculum (Leadership & Educator Survey) (School level; n = 130)

District and school leaders were asked to share what was most needed to improve implementation integrity of core reading curriculum among teachers. The majority of both district representatives (75.0 percent) and school leaders (56.2 percent) indicated professional development would be helpful (see Figure 12). Over half of district representatives (57.5 percent) and 36.2 percent of school leaders selected support using data to make decisions and a quarter of district representatives (25.0 percent) and school leaders (24.6 percent) selected revising of school schedules to support reading. Additionally, 57.5 percent of district respondents selected other but did not elaborate on their response and 21.5 percent of school respondents selected other with a few write-in responses including increased walkthroughs, coaching and monitoring, an evidence-based core reading curriculum that works for multi-grade classrooms, dedicated collaboration time, more time, staffing, and funding to support small group instruction, intervention for diverse learner needs, clear onboarding and implementation guidance for new staff aligned with Alaska Reads Act expectations, and greater integration of culture, Native language, and local context into instruction.

Figure 12. What is needed to improve implementation integrity of core reading curriculum; select all that apply (Leadership & Educator Survey)



District and school leaders were asked to report what reading interventions they used within the districts/schools for tier two and tier three support. Tier two interventions that were selected by a quarter or more of district/school respondents included Peer-Assisted Learning Strategies, University of Florida Literacy Institute (UFLI) Foundations, mCLASS Intervention Kits, Heggerty, Boost Reading, and Phonics for Reading. The same interventions were selected for tier three interventions by district and school respondents. A complete list of tier two and tier three interventions used among districts/schools can be found in Appendix B.

The majority of district representatives reported that their reading interventions are either very (30.8 percent) or moderately (43.6 percent) aligned with the core reading curriculum (see Figure 13). This finding shows a notable improvement in alignment from last year with only 18.4 percent of district representatives selecting very aligned to this question on the 2024 DEED District Reading Survey. School leaders reported greater perception of alignment between their reading interventions and core reading curriculum, with 52.4 percent selecting very aligned and 32.3 percent selecting moderately aligned (see Figure 14).

Figure 13. District leaders' perception of alignment between their reading interventions and the core reading curriculum (Leadership & Educator Survey) (District level; n = 39)

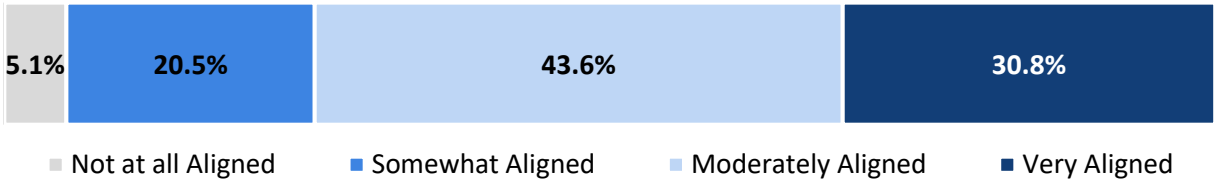
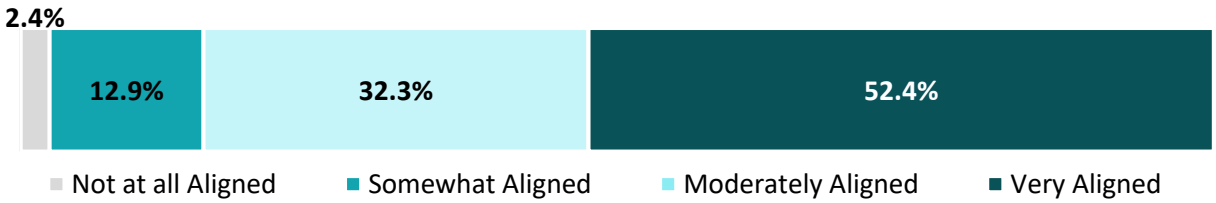
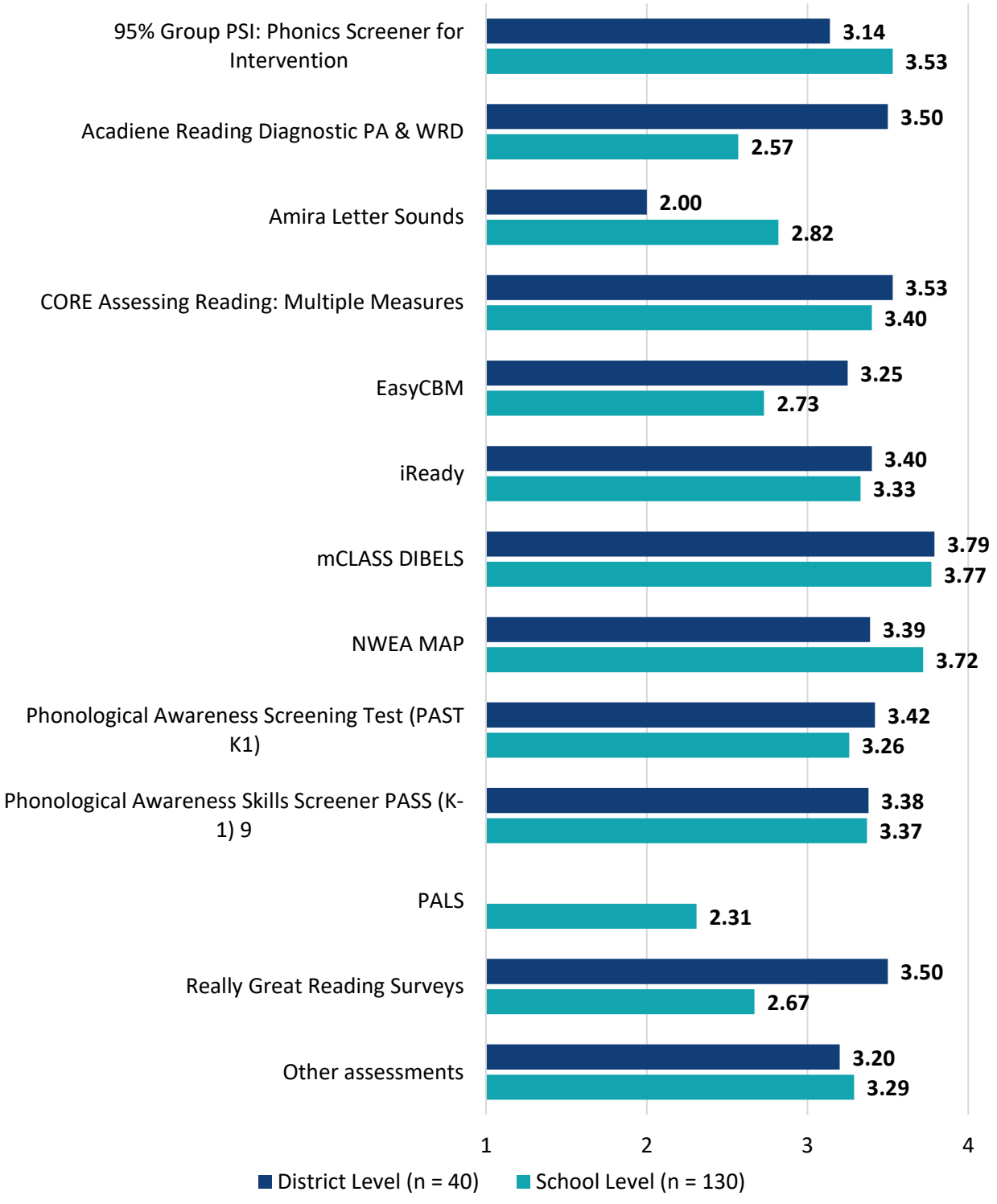


Figure 14. School leaders' perception of alignment between their reading interventions and the core reading curriculum (Leadership & Educator Survey) (School level; n = 124)



District and school leaders were asked to rate the following reading assessments on a four-point scale of importance. Both groups rated the mCLASS DIBELS assessment the highest, indicating they find it moderately to very informative (see Figure 15). Other reading assessments rated as moderately to very informative by both district and school leaders included 95% Group PSI: Phonics Screener for Intervention, CORE Assessment Reading: Multiple Measures, iReady, NWEA MAP, Phonological Awareness Screening Test, and Phonological Awareness Screener Pass.

Figure 15. The degree to which the following reading assessments inform decision-making regarding literacy instruction on a four-point scale (1 = Not at all Informative; 4 = Very Informative) (Leadership & Educator Survey)

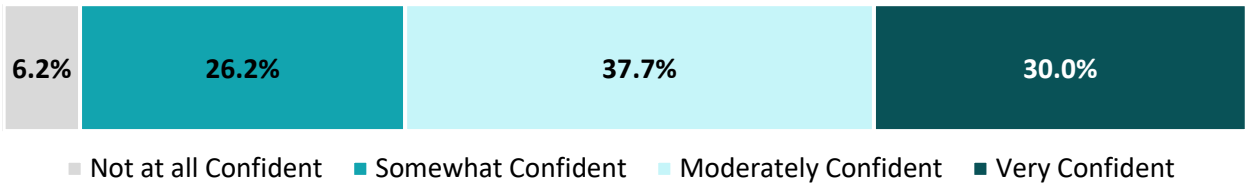


Among school leader respondents, 40.0 percent were very confident and 43.1 percent were moderately confident that their teachers have the ability to correctly use reading assessment data to inform their reading instruction with students (see Figure 16). Only 3.1 percent of school leaders were not at all confident in their teachers' ability to correctly use reading assessment data.

Figure 16. School leaders' confidence in teacher ability to correctly use reading assessment data (Leadership & Educator Survey) (School level; n = 130)

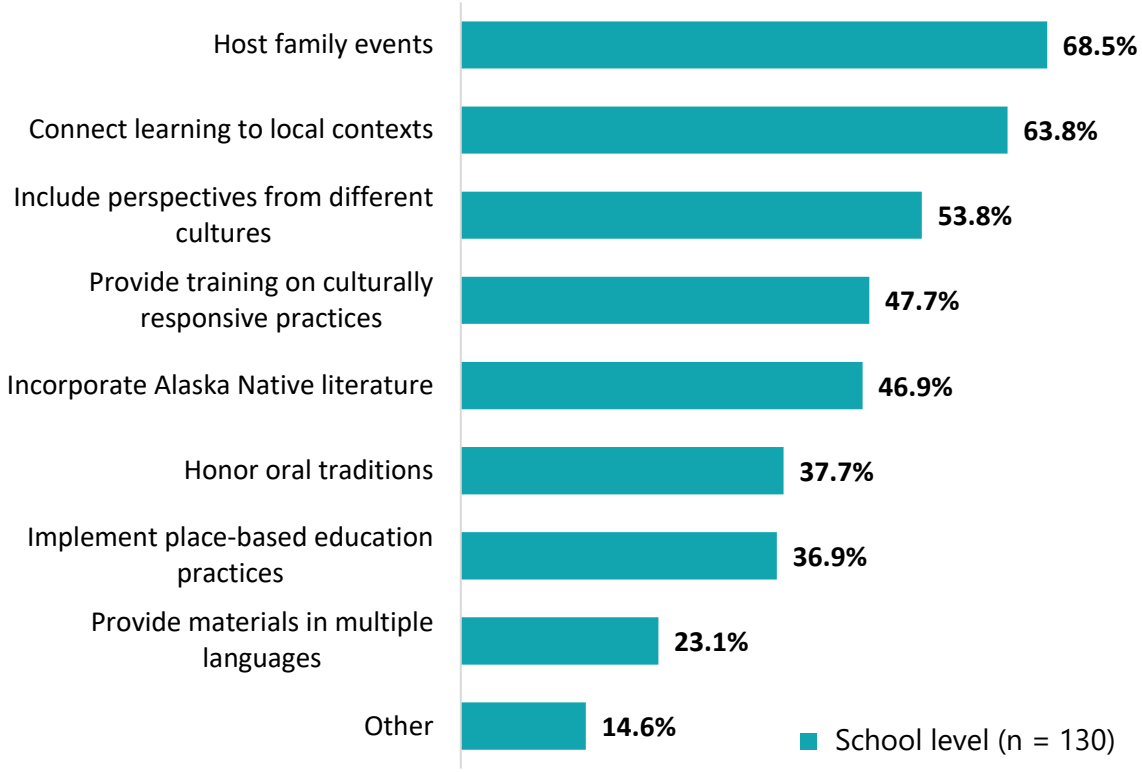
Over 60 percent of school level respondents were moderately (37.7 percent) to very (30.0 percent) confident that the reading instruction in their district is culturally responsive. Furthermore, 26.2 percent of school leaders were somewhat confident and 6.2 percent were not at all confident that reading instruction in their district is culturally responsive (see Figure 17).

Figure 17. School leaders' confidence in cultural responsiveness of reading instruction (Leadership & Educator Survey) (School level; n = 130)



School level respondents were asked to select the types of actions their district has taken to ensure reading instruction is culturally responsive at their school. School leaders most commonly reported that districts host family events, (68.5 percent), connect learning to local contexts (63.8 percent), and include perspectives from different cultures (53.8 percent) (see Figure 18).

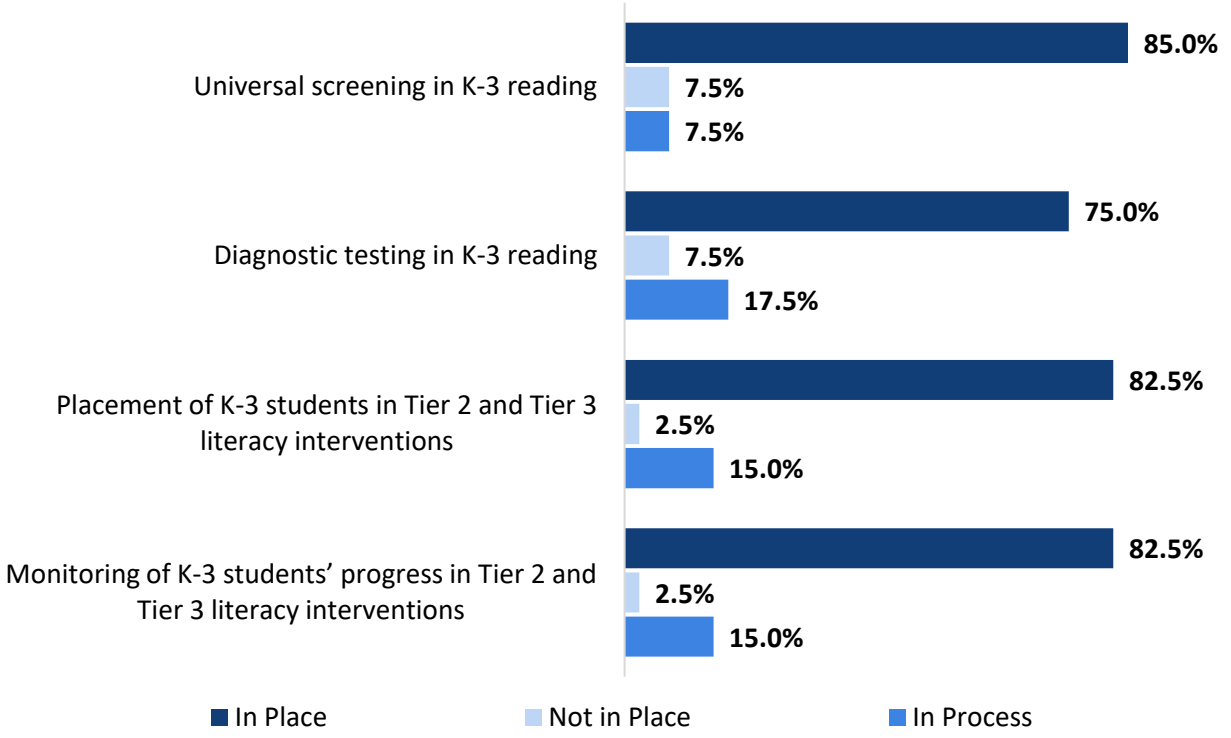
Figure 18. District actions to ensure reading instruction is culturally responsive; select all that apply (Leadership & Educator Survey)



How are districts/schools being prepared to implement DRIP/MTSS plans effectively?

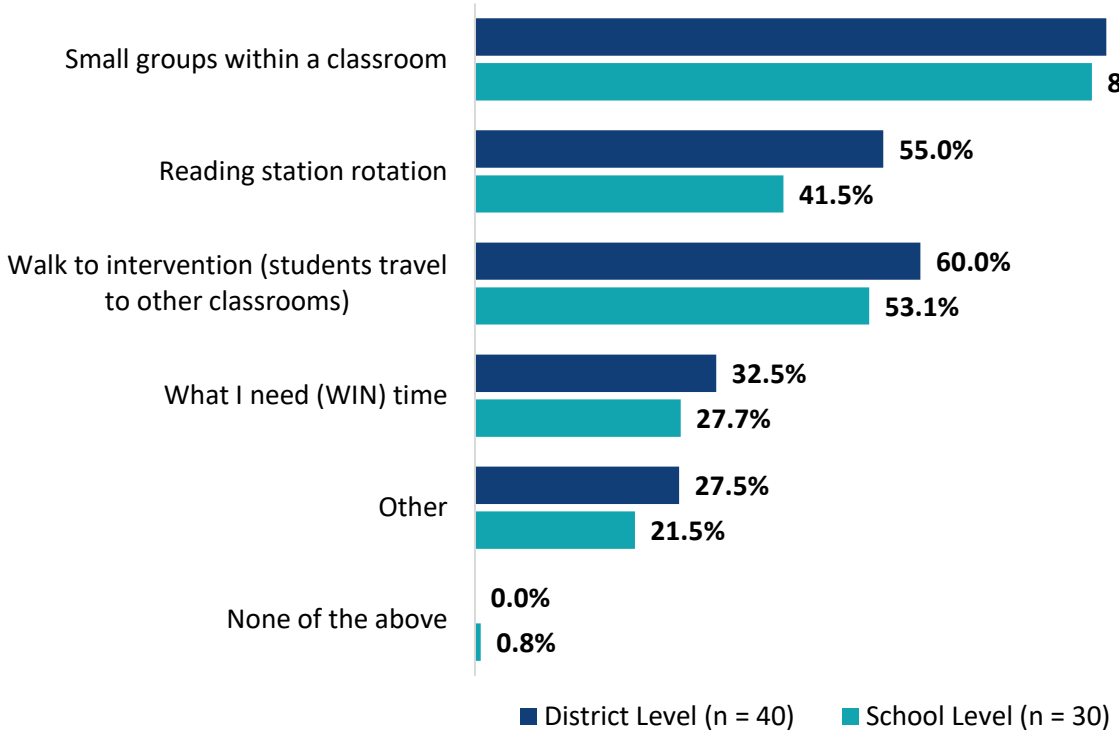
A large majority of district representatives indicated that they have procedures, supports and resources in place to help school staff make decisions about universal screening in K-3 reading (85.0 percent), inform placement of K-3 students in tier two and tier three literacy interventions (82.5 percent), monitor of K-3 student progress in tier two and tier three literacy interventions (82.5 percent), and conduct diagnostic testing in K-3 reading (75.0 percent) (see Figure 19).

Figure 19. Procedures, supports, and resources in place by districts to help school staff make decisions about the following (Leadership & Educator Survey) (District level; n = 40)



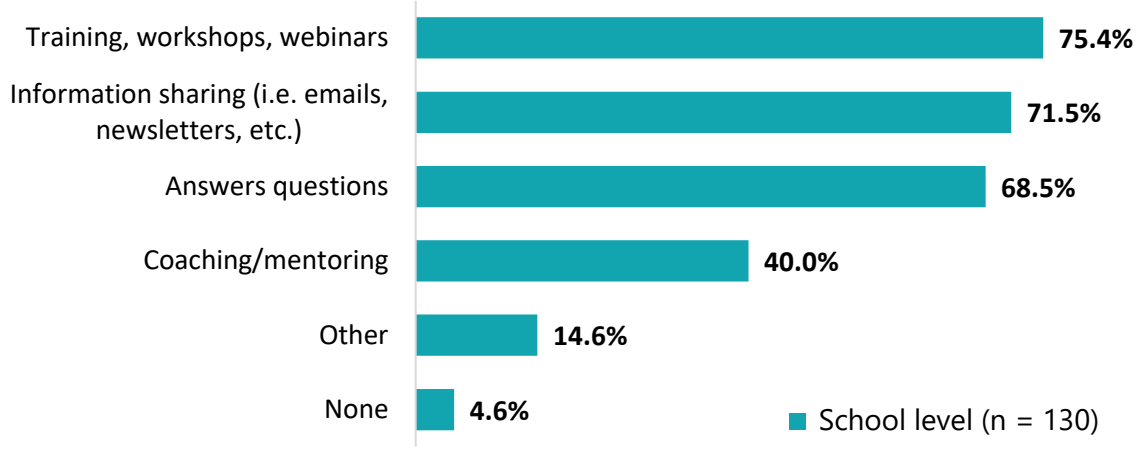
District and school leaders were asked to indicate how they support tiered reading interventions within their schools. Over 80 percent of district (85.0 percent) and school (83.1 percent) level respondents provide support through small groups within a classroom (see Figure 20). District and school leaders also commonly selected walk to interventions, in which students travel to other classrooms, and reading station rotations.

Figure 20. How districts/schools support tiered reading interventions; select all that apply (Leadership & Educator Survey)



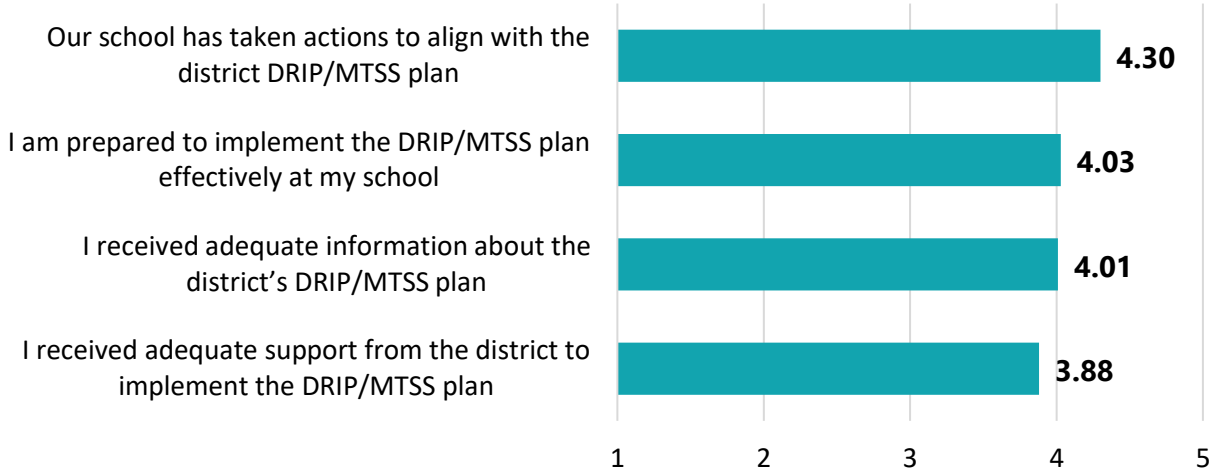
School leaders indicated that they have received support from districts to help implement the DRIP/MTSS plan through training, workshops, and webinars (75.4 percent), information sharing such as emails and newsletters (71.5 percent), answers to questions (68.5 percent), and coaching/mentoring (40.0 percent) (see Figure 21).

Figure 21. Types of support schools received from districts to help implement the DRIP/MTSS plan effectively; select all that apply (Leadership & Educator Survey)



School level survey respondents were asked to rate their level of agreement with various statements about the DRIP/MTSS plan on a five-point scale. School leaders agreed or strongly agreed that their school has taken actions to align with their district's DRIP/MTSS plan (see Figure 22). On average, school leaders agreed that they are prepared to implement the DRIP/MTSS plan effectively at their school, have received adequate support from their district to implement the DRIP/MTSS plan, and received adequate information about the DRIP/MTSS plan (see Figure 22).

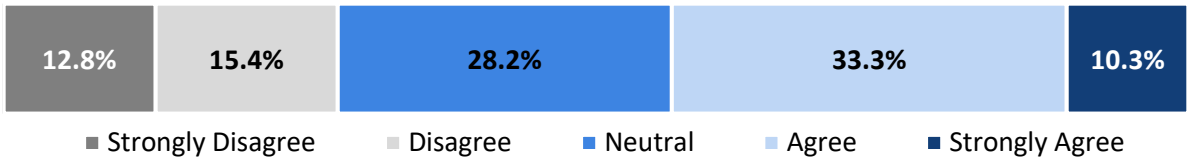
Figure 22. Level of agreement with statements related to DRIP/MTSS plans on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey) (School level; n = 128-130*)



**The "n" for each statement varies due to some respondents selecting "not applicable to my role" as a response option.*

Approximately 43.6 percent of all district representatives agreed or strongly agreed that they had adequate opportunities to provide feedback to DEED regarding the implementation of the Alaska Reads Act (see Figure 23). Furthermore, 28.2 percent of district representatives were neutral and 28.2 percent either disagreed or strongly disagreed that they had adequate opportunities to provide feedback to DEED. In response to this finding, listening sessions with superintendents are being offered in February 2026 to provide additional opportunities for superintendents to provide feedback to DEED regarding the implementation of the Alaska Reads Act.

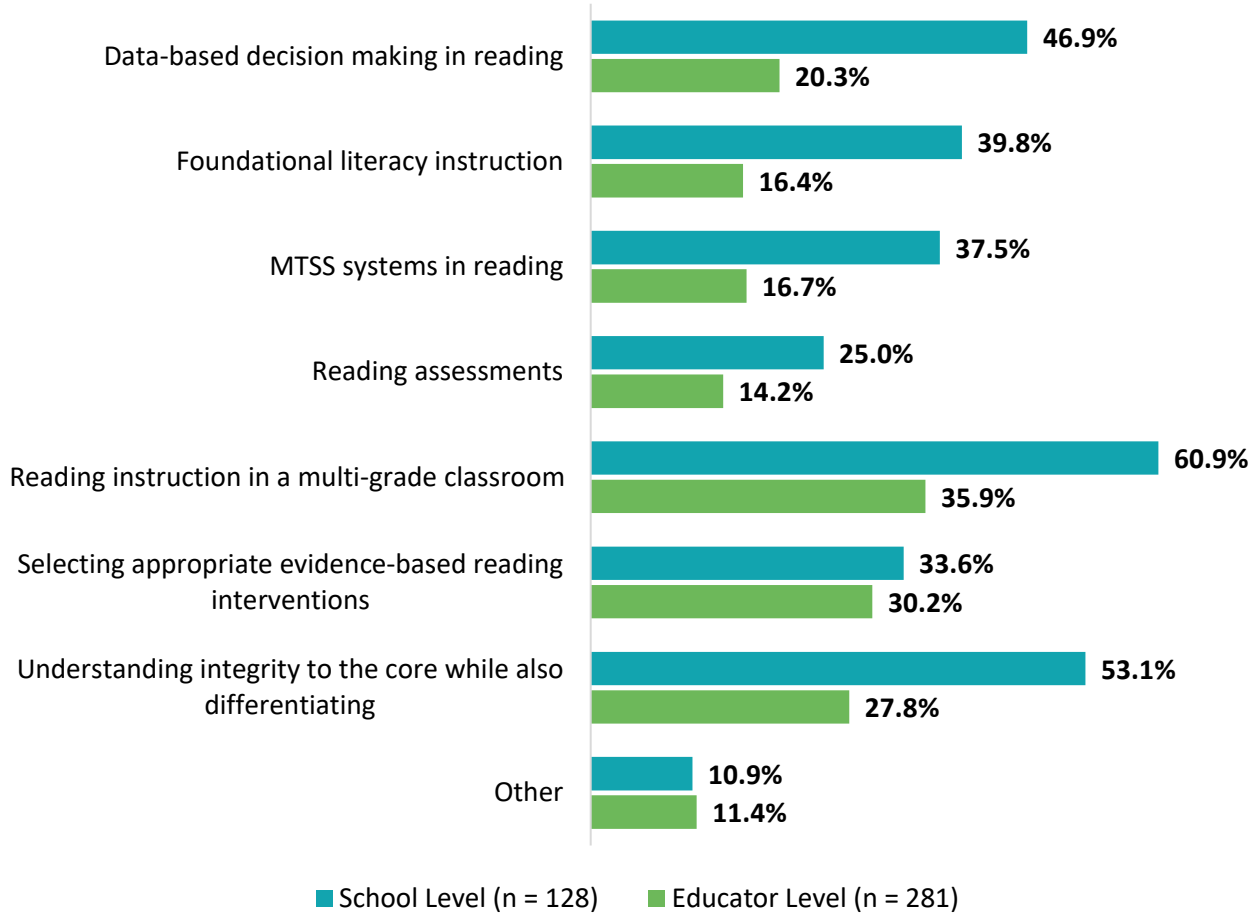
Figure 23. District leaders' level of agreement related to having adequate opportunities to provide feedback to DEED regarding the implementation of the Alaska Reads Act. (Leadership & Educator Survey) (District level; n = 39)



How can districts/schools be better supported to implement DRIP/MTSS plans more effectively?

Both school level and educator level survey respondents were asked to select the training topics most needed by educators providing literacy instruction. Among school level respondents, reading instruction in a multi-grade classroom (60.9 percent), understanding integrity to the core while also differentiating (53.1 percent), and data-based decision making in reading (46.9 percent) were the top three training needs (see Figure 24). For educator level respondents, reading instruction in a multi-grade classroom (35.9 percent), selecting appropriate evidence-based reading interventions (30.2 percent), and understanding integrity to the core while also differentiating (27.8 percent) were the top three training needs (see Figure 24).

Figure 24. Most needed training topics related to literacy; select all that apply (Leadership & Educator Survey)

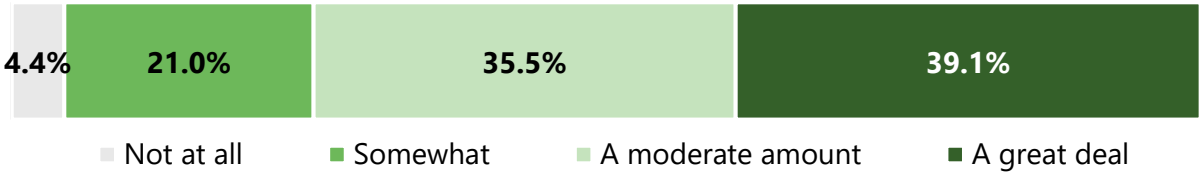


District representatives were asked to share what they felt was needed to improve implementation integrity of the core reading curriculum. Through open-ended survey responses they shared the following needs: sustained funding and protected time to support professional development, coaching, staffing, and curriculum implementation; increased staffing to reduce combination classes and expand small-group and intervention opportunities for students; research-aligned reading curriculum that works for multi-grade classrooms; ongoing job-embedded professional development; instructional coaching to support teachers consistently; clear and consistent district and school-level expectations for implementation; stronger instructional leadership and walkthrough support, including principal coaching and district-level walkthroughs tied to meaningful data use; and dedicated district-level curriculum director or equivalent role to ensure coherence and fidelity.

To what extent do educators report student literacy outcomes are improving with the implementation of DRIP/MTSS plans?

Over one-third of educator level respondents (39.1 percent) felt that their district's DRIP/MTSS plan has had a great deal of impact on literacy outcomes at their school (see Figure 25). Slightly fewer educator level respondents (35.5 percent) felt it has had a moderate amount of impact and 21.0 percent of respondents felt it has had somewhat of an impact on literacy outcomes.

Figure 25. Educator perspective on extent of DRIP/MTSS plan impact on literacy outcomes among students (Leadership & Educator Survey) (School level; n = 248)



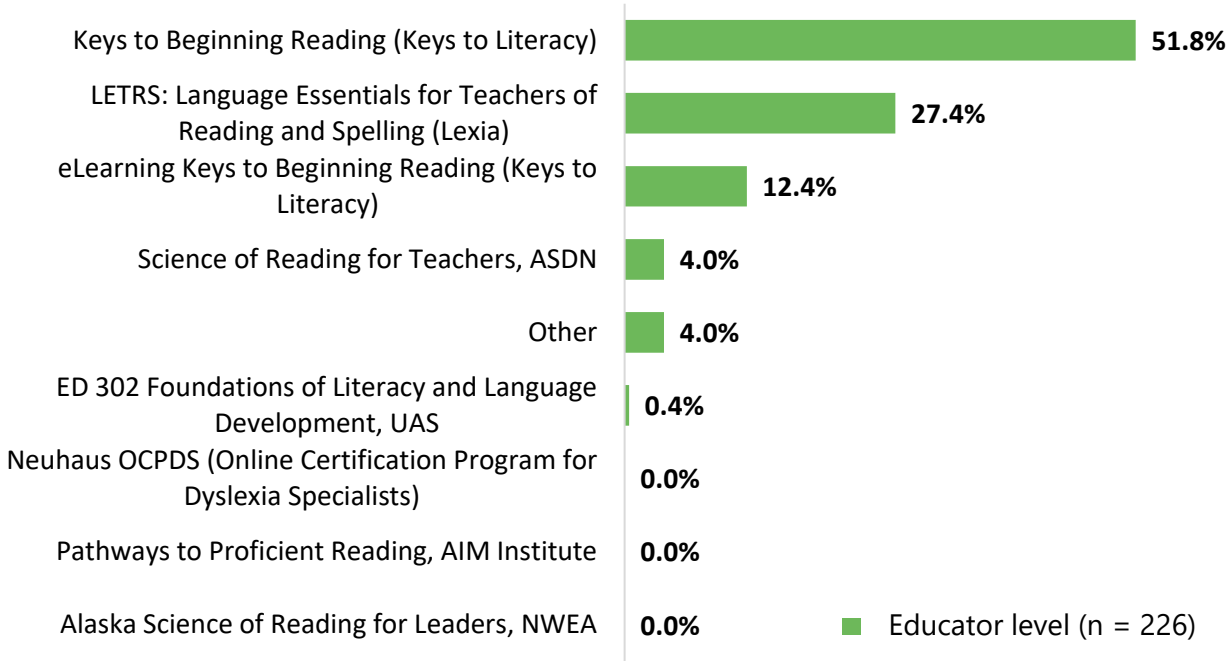
Science of Reading

Among the educator level survey respondents (n = 281), 89.7 percent indicated they were required to complete the science of reading coursework or exam to obtain the Alaska Reads Act Teacher or Administrator Endorsement. Furthermore, 68.0 percent had completed the science of reading coursework, 8.2 percent had passed the required exam in place of coursework, 12.5 percent had started the coursework, and 11.4 percent had not yet started the science of reading coursework.

Which science of reading trainings are educators participating in?

Among the educator level respondents who had started or completed the science of reading coursework (n = 226), over half (51.8 percent) participated in Keys to Beginning Reading, 27.4 percent participated in LETRS, 12.4 percent participated in eLearning Keys to Beginning Reading, 4.0 percent participated in in science of reading for Teachers (ASDN), and 4.0 percent participated in other programs (see Figure 26).

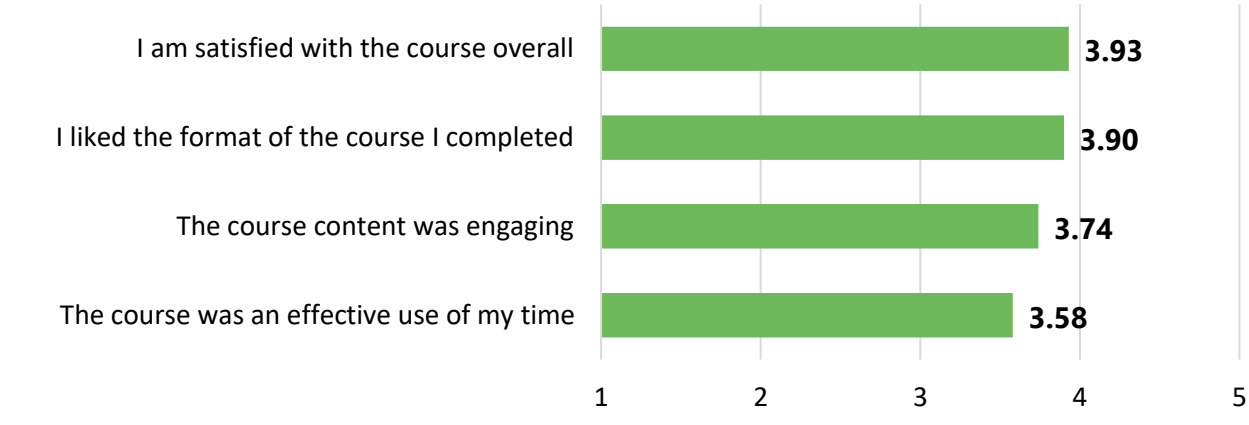
Figure 26. Type of science of reading course started or completed (Leadership & Educator Survey)



What were educators' reactions to completing the science of reading training?

On average, educators level respondents agreed that they were satisfied with their science of reading course overall and liked the format of the course they completed (see Figure 27). They also tended to agree that the course content was engaging. On average, educator respondents indicated that they were neutral or agreed that the course was an effective use of their time.

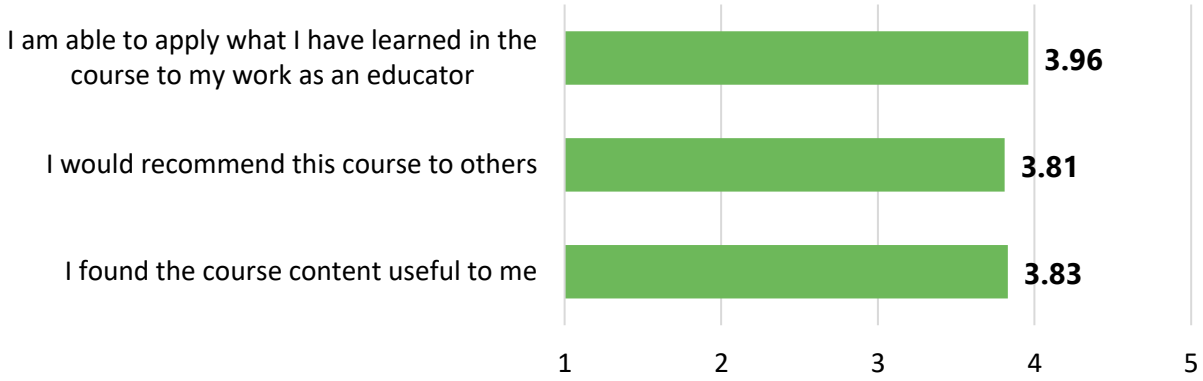
Figure 27. Level of agreement with statements about reactions to the science of reading coursework on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey) (Educator level; n = 191)



To what extent did educators like the science of reading training and find it useful?

Overall, educator level respondents found the science of reading course content to be useful and agreed that they are able to apply what they have learned from the science of reading courses they took to their work as educators (see Figure 28). Furthermore, educators agreed that they would recommend the science of reading course they took to others.

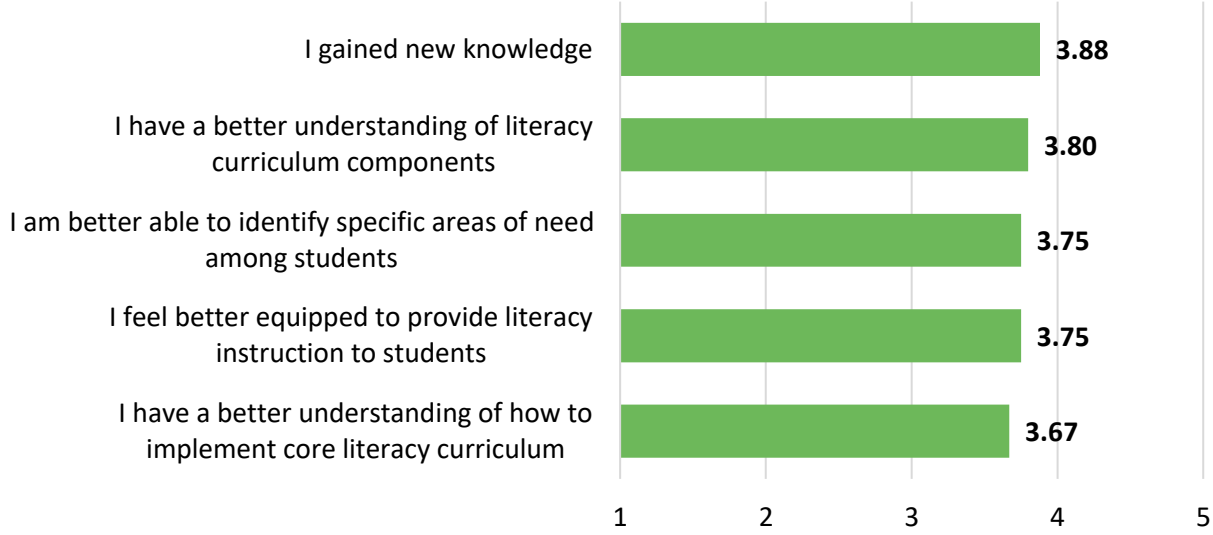
Figure 28. Level of agreement with statements about the usefulness of the science of reading coursework on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey) (Educator level; n = 191)



To what extent did educators perceive their knowledge and skills were impacted by participating in the science of reading training?

Educator level survey respondents most commonly agreed that as a result of completing the science of reading coursework they have gained new knowledge, have a better understanding of literacy curriculum components, are better able to identify areas of need among students, and feel better equipped to provide literacy instruction to students (see Figure 29). Though slightly less, educators agreed that they have a better understanding of how to implement core literacy curriculum as a result of completing the science of reading coursework.

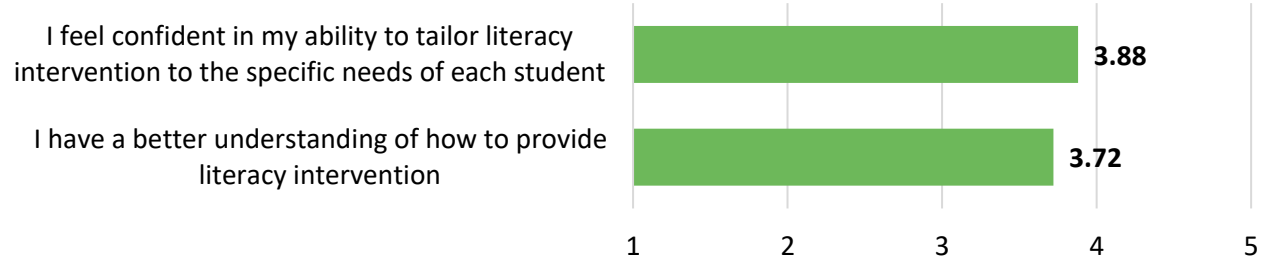
Figure 29. Level of agreement with statements about the knowledge gained from the science of reading coursework on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey) (Educator level; n = 191)



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?

Overall, educator level respondents agreed that as a result of completing the science of reading coursework, they feel confident in their ability to tailor literacy intervention to the specific needs of each student and have a better understanding of how to provide literacy intervention (see Figure 30).

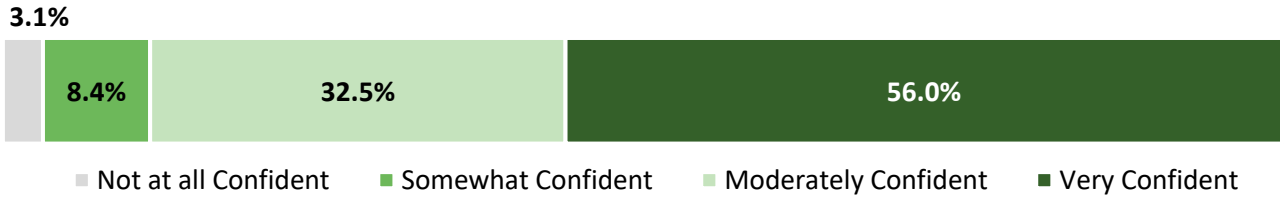
Figure 30. Level of agreement with statements about literacy intervention as a result of completing the science of reading coursework on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey) (Educator level; n = 191)



Over half of all educator level respondents who completed the science of reading coursework (56.0 percent) felt very confident at applying the knowledge and skills gained from the science

of reading course in intervention settings followed by 32.5 percent feeling moderately confident and 8.4 percent feeling somewhat confident (see Figure 31).

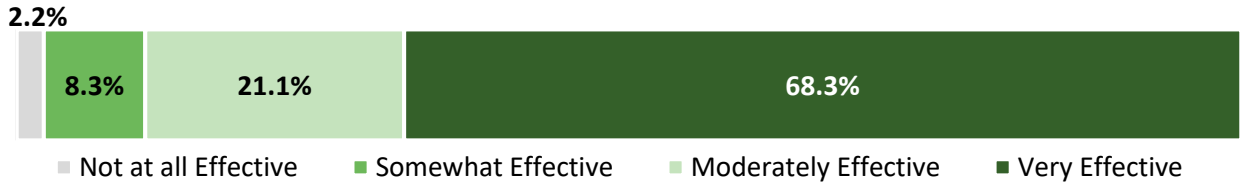
Figure 31. Educator level of confidence in their application of the knowledge and skills gained through science of reading coursework in intervention settings (Leadership & Educator Survey) (Educator level; n = 191)



How did educators perceive learning from the science of reading training differed from other literacy-related trainings?

A large majority of educator level respondents (68.3 percent) felt the science of reading course they took was very effective in supporting student learning in comparison to other literacy instruction methods (see Figure 32). Only 2.2 percent of educator level respondents did not feel the science of reading methods were more effective compared to other literacy instruction methods.

Figure 32. Effectiveness of the science of reading methods at supporting student learning compared to other literacy instruction methods according to educators (Leadership & Educator Survey) (Educator level; n = 180)

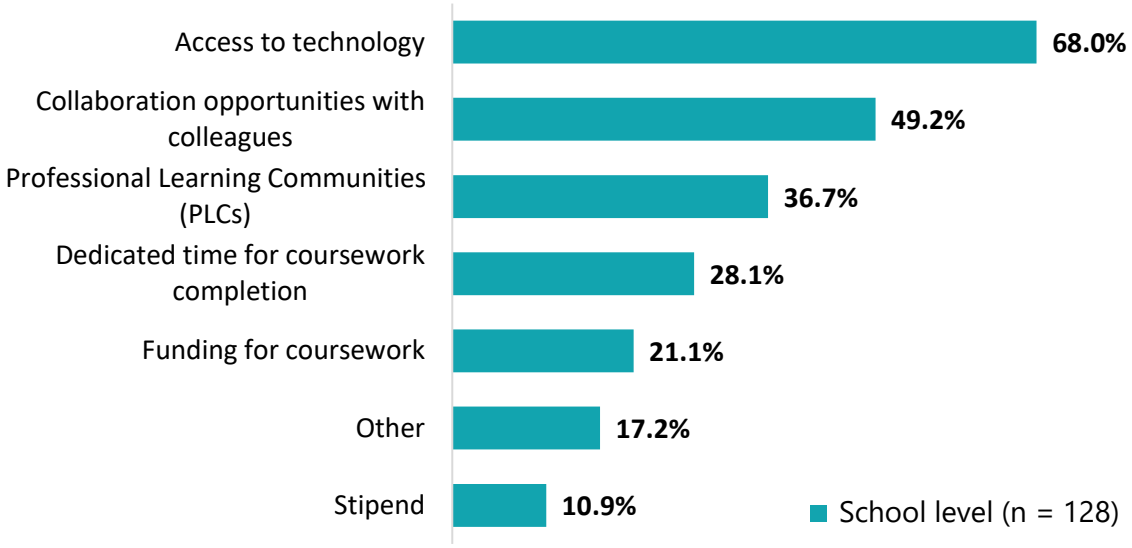


What supports did schools, districts or DEED provide for educators engaging in science of reading training?

School leader respondents were asked to select the types of support they provided to teachers and staff at their school to complete the science of reading coursework. The most common supports provided by schools included access to technology (68.0 percent), collaboration opportunities with colleagues (49.2 percent), and Professional Learning Communities (36.7

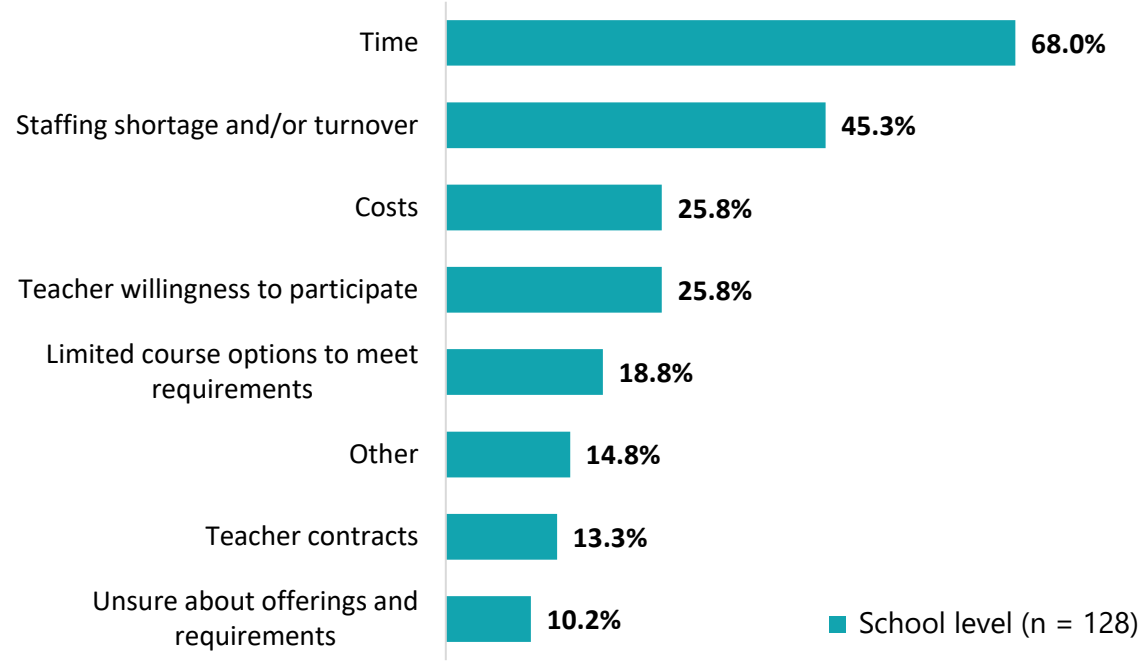
percent) (see Figure 33). Over a quarter of schools (28.1 percent) were able to provide dedicated time for coursework completion as well.

Figure 33. Types of support provided to teachers/staff by schools to complete the science of reading coursework; select all that apply (Leadership & Educator Survey)



The greatest challenge faced by schools to ensure teachers and staff complete the science of reading coursework to receive the Alaska Reads Act endorsement is providing them with dedicated time (68.0 percent) (see Figure 34). Almost half of schools (45.3 percent) indicated that staffing shortages and staff turnover also serve as a challenge. School leaders also noted costs (25.8 percent), limited course options to meet requirements (18.8 percent), and uncertainty about course offerings and requirements (10.2 percent). This finding may indicate a lack of awareness of the free course offerings eligible for the Alaska Reads Act endorsement available to all school staff through the Virtual Learning Consortium.

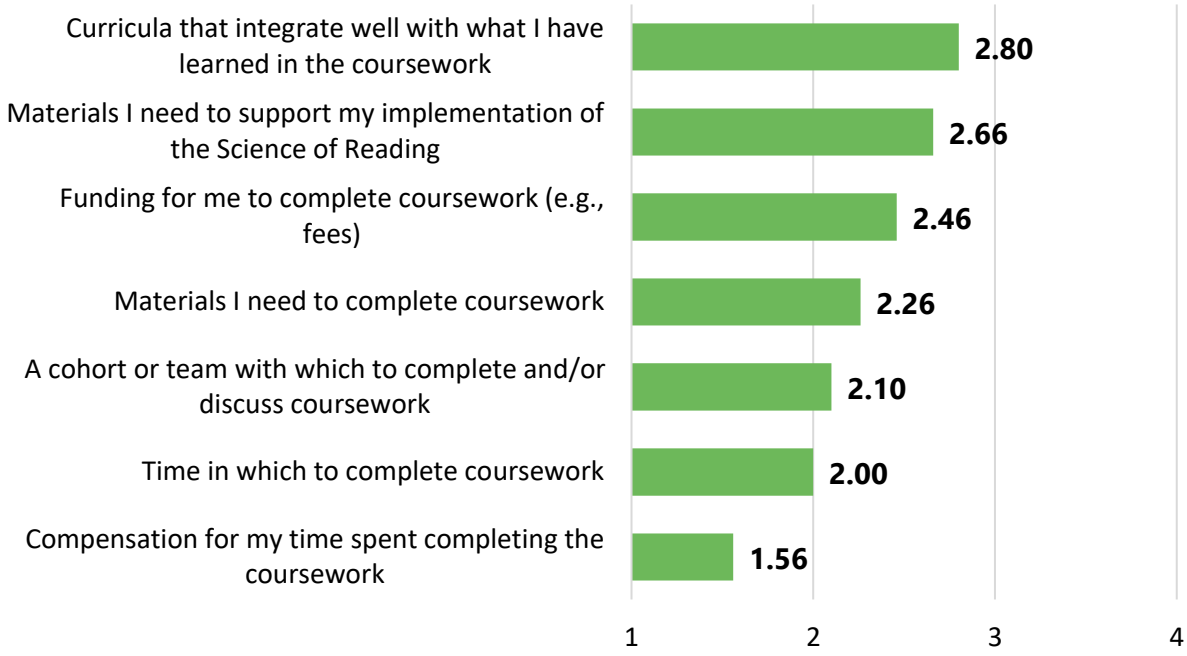
Figure 34. Challenges schools face in getting teachers/staff Alaska Reads Act endorsed; select all that apply (Leadership & Educator Survey)



To what extent do educators feel supported in completing the science of reading training by the district/school?

Educator level respondents were asked to rate statements on a four-point scale (1 = Not at all; 4 = A great deal) regarding the support they received from their district around science of reading course completion. Educator respondents reported that districts provided a curricula that integrates well with what they have learned in science of reading coursework to a moderate degree (see Figure 35). Educators indicated a somewhat to moderate degree that materials needed to support implementation of the science of reading and funding to complete coursework were provided by their district.

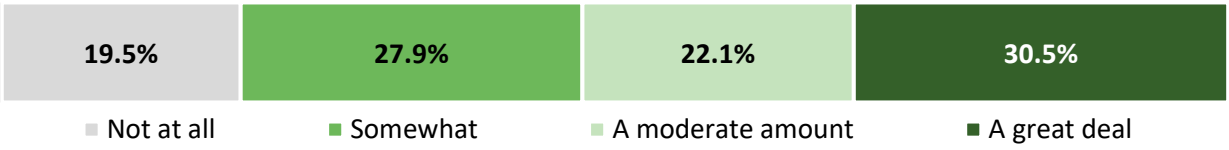
Figure 35. Extent that districts provided the following supports surrounding science of reading coursework completion on a four-point scale (1 = Not at all; 4 = A great deal) (Leadership & Educator Survey) (Educator level; n = 215-220*)



**The "n" for each statement varies due to some respondents selecting "I don't know" as a response option.*

Educator level respondents varied in the amount of support they felt they received from their school/district. Almost one-third felt a great deal of support (30.5 percent), 22.1 percent felt a moderate amount of support, 27.9 percent felt somewhat supported, and 19.5 percent did not feel supported at all by their school/district to complete the science of reading coursework (see Figure 36).

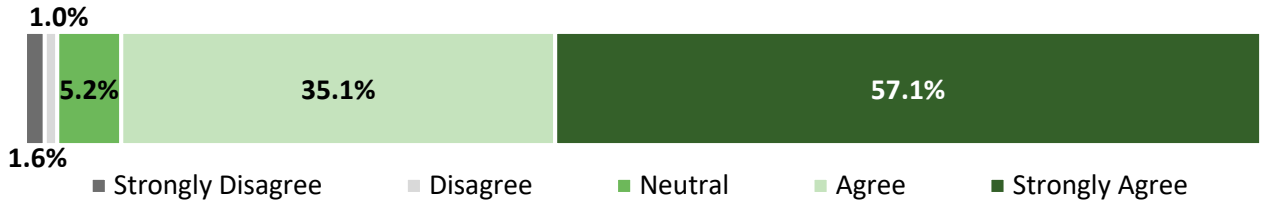
Figure 36. Amount of support received by educators from districts/schools to complete the science of reading coursework (Leadership & Educator Survey) (Educator level; n = 226)



To what extent have educators changed the way they provide reading instruction as a result of the science of reading training?

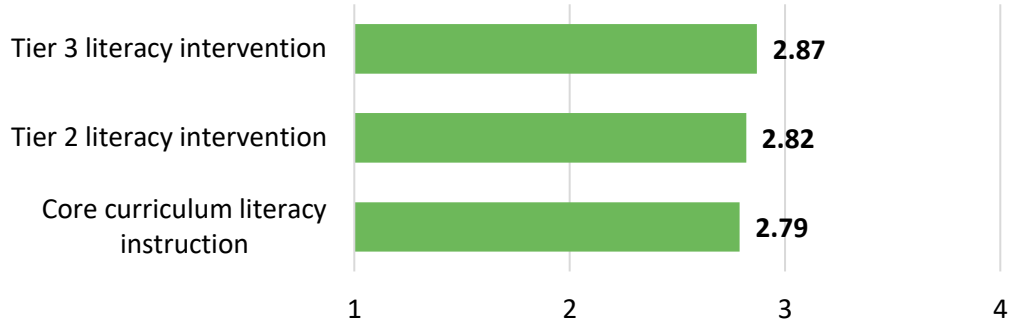
Over half of educator level respondents strongly agreed (57.1 percent) and 35.1 percent agreed that they are committed to applying what they have learned about the science of reading evidence-based practice to their classroom instruction (see Figure 37). Approximately 2.6 percent of respondents disagreed or strongly disagreed about their commitment to apply science of reading practices to their instruction.

Figure 37. Educator level of agreement with statement "I am committed to applying what I have learned about the science of reading evidence-based practices to my classroom instruction" (Leadership & Educator Survey) (Educator level; n = 191)



As a result of completing the science of reading coursework, educator level respondents indicated that they have changed the way they provide core curriculum literacy instruction, tier two literacy intervention, and tier three literacy intervention to a moderate extent (see Figure 38).

Figure 38. Extent of change in providing literacy intervention and core instruction as a result of completing the science of reading coursework on a four-point scale (1 = Not at all; 4 = Very) (Leadership & Educator Survey) (Educator level; n = 176-180*)

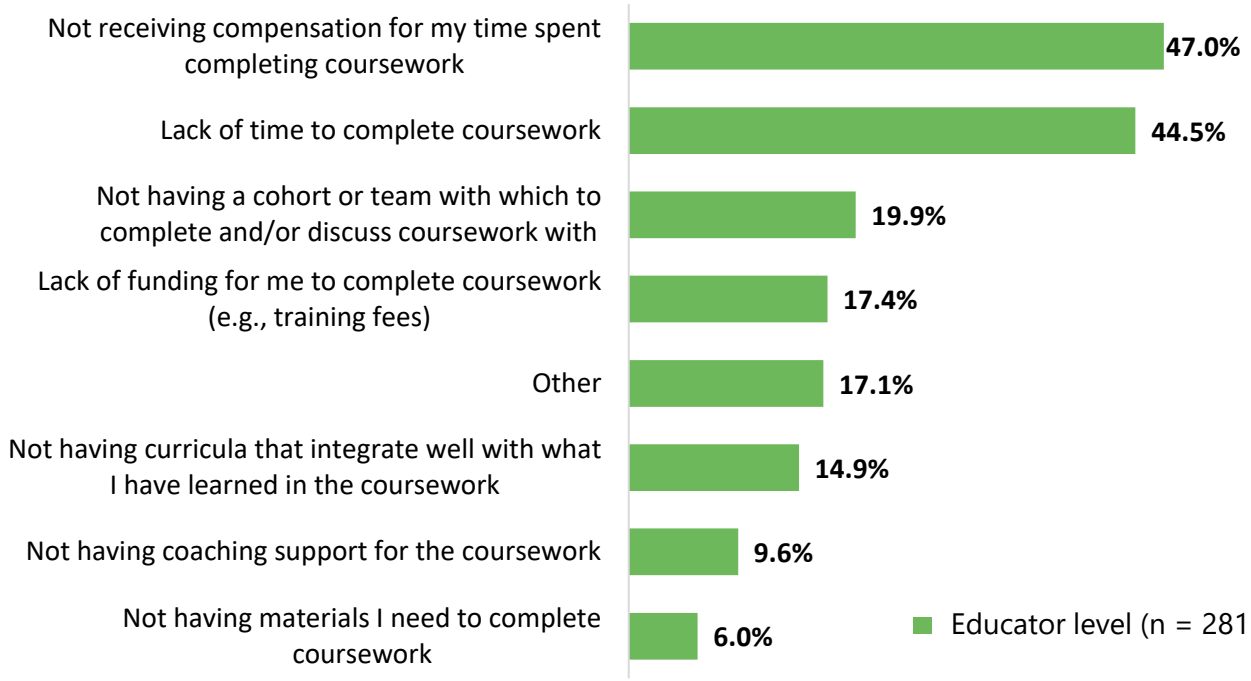


**The "n" for each item varies due to some respondents selecting "not applicable" as a response option.*

What barriers are educators facing with transferring learning from the science of reading training into their instruction?

Educator level respondents most commonly selected not receiving compensation for their time spent completing coursework (47.0 percent) and lack of time (44.5 percent) as barriers to completing the science of reading coursework (see Figure 39). Additional barriers faced by educators included not having a cohort or team to complete and/or discuss coursework with (19.9 percent), lack of funding to complete coursework (17.4 percent), and not having curricula that integrate well with what they have learned in coursework (14.9 percent). Other barriers noted by respondents through write-in responses included excessive assessment and documentation requirements, limited ongoing professional learning and refreshers, insufficient support for specialized student populations, and communication and process barriers related to endorsement requirements creating confusion.

Figure 39. Barriers to completing the science of reading coursework; select all that apply (Leadership & Educator Survey)

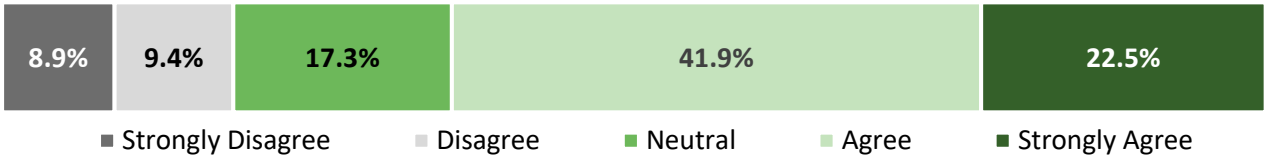


Under which conditions and/or supports are educators best able to apply their science of reading training when providing intervention services with students?

Approximately 64.4 percent of educator respondents agreed or strongly agreed that they receive adequate support from their school/district to implement the science of reading

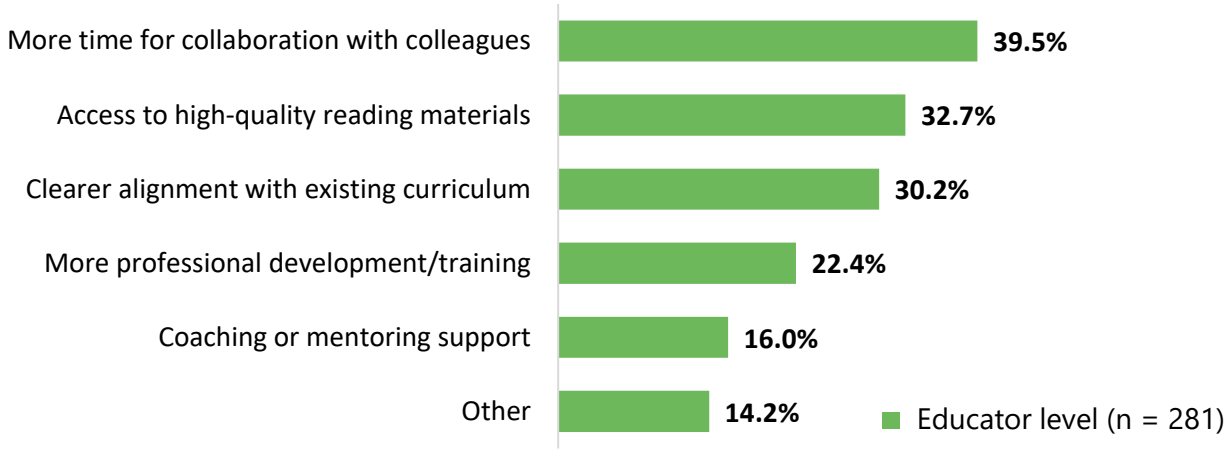
evidence-based literacy strategies (see Figure 40). Approximately 18.3 percent of educator level respondents disagreed or strongly disagreed that they receive adequate support from their school/district to implement the science of reading evidence-based literacy strategies and 17.3 percent felt neutral about support for implementation.

Figure 40. Educator level of agreement that they receive adequate support from their schools/district to implement the science of reading evidence-based learning strategies (Leadership & Educator Survey) (Educator level; n = 191)



Additional resources that would be helpful to educators to better implement evidence-based literacy practices included more time for collaboration with colleagues (39.5 percent), access to high-quality reading materials (32.7 percent), clearer alignment with existing curriculum (30.2 percent), more professional development (22.4 percent), and coaching/mentoring support (16.0 percent) (see Figure 41). Other resources requested by educator respondents to help with implementation shared through write-in responses included training on differentiated instruction and reading instruction for severe disabilities, more staff support, smaller class sizes, non-structured collaboration time with grade-level colleagues, and easy to use lesson plans for aides and tutors.

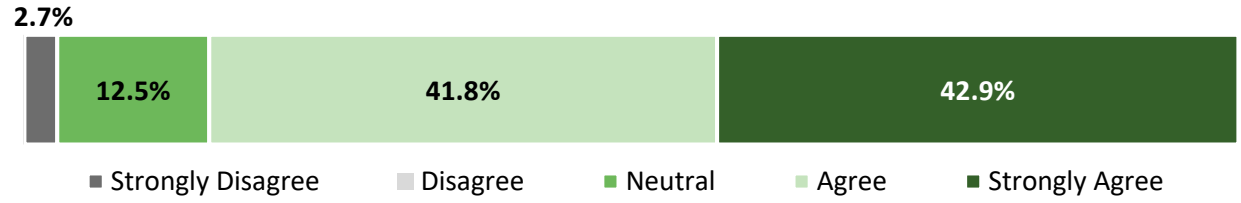
Figure 41. Additional resources that would help educators better implement evidence-based practices in their literacy instruction; select all that apply (Leadership & Educator Survey)



What are educators' perceptions of the science of reading on student learning?

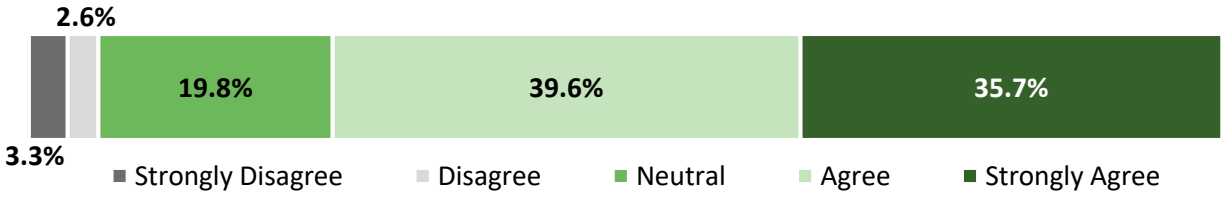
A large majority of educator level respondents strongly agreed (42.9 percent) or agreed (41.8 percent) that their application of the science of reading in their work has positively impacted student literacy outcomes (see Figure 42).

Figure 42. Educator level of agreement with statement "I feel my application of the science of reading in my work as an educator is positively impacting student literacy outcomes" (Leadership & Educator Survey) (Educator level; n = 184)



Three-quarters of educator level respondents strongly agreed (35.7 percent) or agreed (39.6 percent) that they have noticed a difference in the literacy outcomes of students they work with since implementing evidence-based literacy instructional practices in their work (see Figure 43). A total of 19.8 percent of respondents were neutral and 5.9 percent of respondents disagreed or strongly disagreed that they noticed a difference in student literacy outcomes.

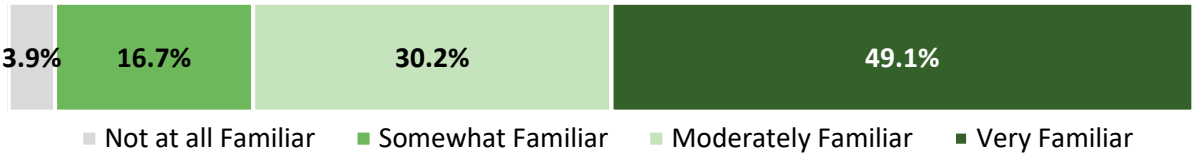
Figure 43. Educator level of agreement with statement about noticing a difference in student outcomes since implementing evidence-based literacy instructional practices in their work (Leadership & Educator Survey) (Educator level; n = 182)



Individual Reading Improvement Plans

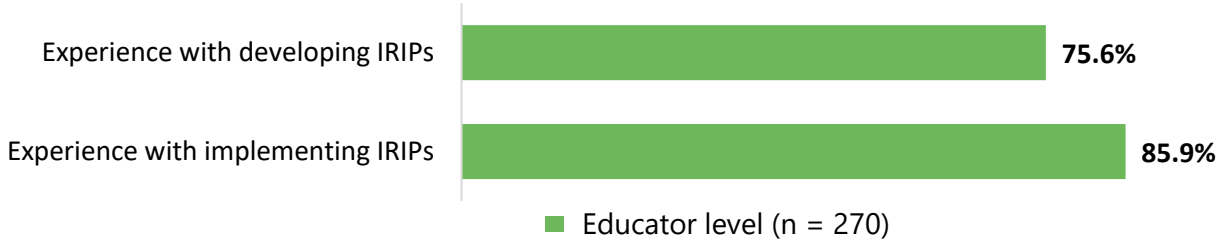
Almost all educator level respondents (96.0 percent) were at least somewhat familiar with the Alaska Reads Act Individual Reading Improvement Plans (IRIPs) requirement, with 49.1 percent very familiar, 30.2 percent moderately familiar, and 16.7 percent somewhat familiar (see Figure 44).

Figure 44. Level of familiarity with the Alaska Reads Act Individual Reading Improvement Plan (IRIP) requirement (Leadership & Educator Survey) (Educator level; n = 281)



Three-quarters of all educator respondents have experience with developing IRIPs (75.6 percent) and even more (85.9 percent) have experience with implementing IRIPs with students with reading deficiencies (see Figure 45).

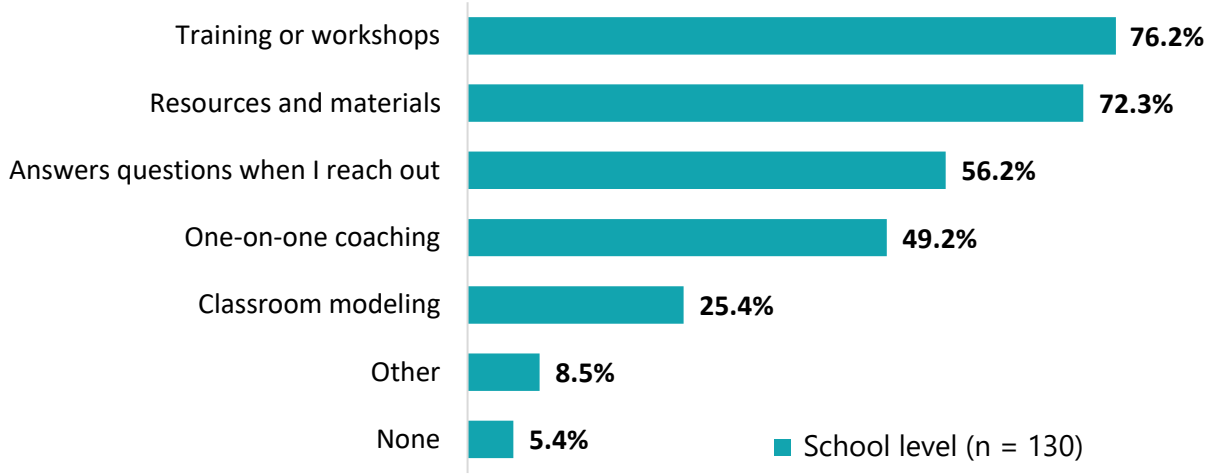
Figure 45. Percent of educators who have experience with developing and implementing IRIPs for students with reading deficiencies (Leadership & Educator Survey)



How are educators being supported in developing and carrying out IRIP intervention services with students?

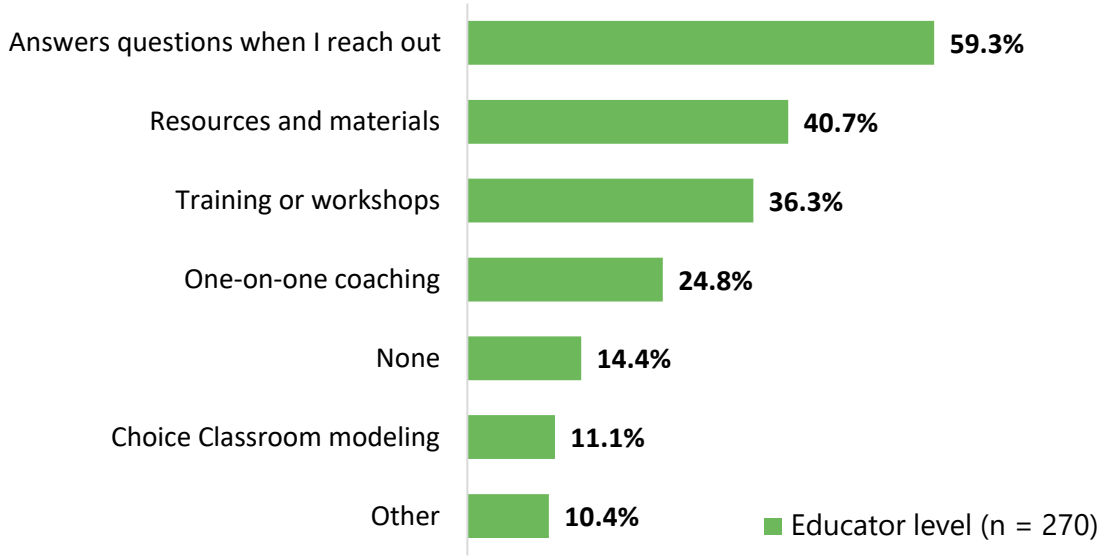
School level respondents indicated that the majority have provided training and workshops (76.2 percent) and resources and materials (72.3 percent) to support teachers/staff with IRIP implementation (see Figure 46). Approximately half of school respondents provided answers to questions when asked (56.2 percent) and one-on-one coaching (49.2 percent), and a quarter of school respondents (25.4 percent) provided classroom modeling.

Figure 46. Types of support schools have provided to teachers/staff to implement IRIPs with students; select all that apply (Leadership & Educator Survey) (School level; n = 130)



Educator level respondents selected the types of support received from their district/school to implement IRIPs, which most commonly included answers to questions when asked (59.3 percent), resources and materials (40.7 percent), training and workshops (36.3 percent), and one-on-one coaching (24.8 percent) (see Figure 47).

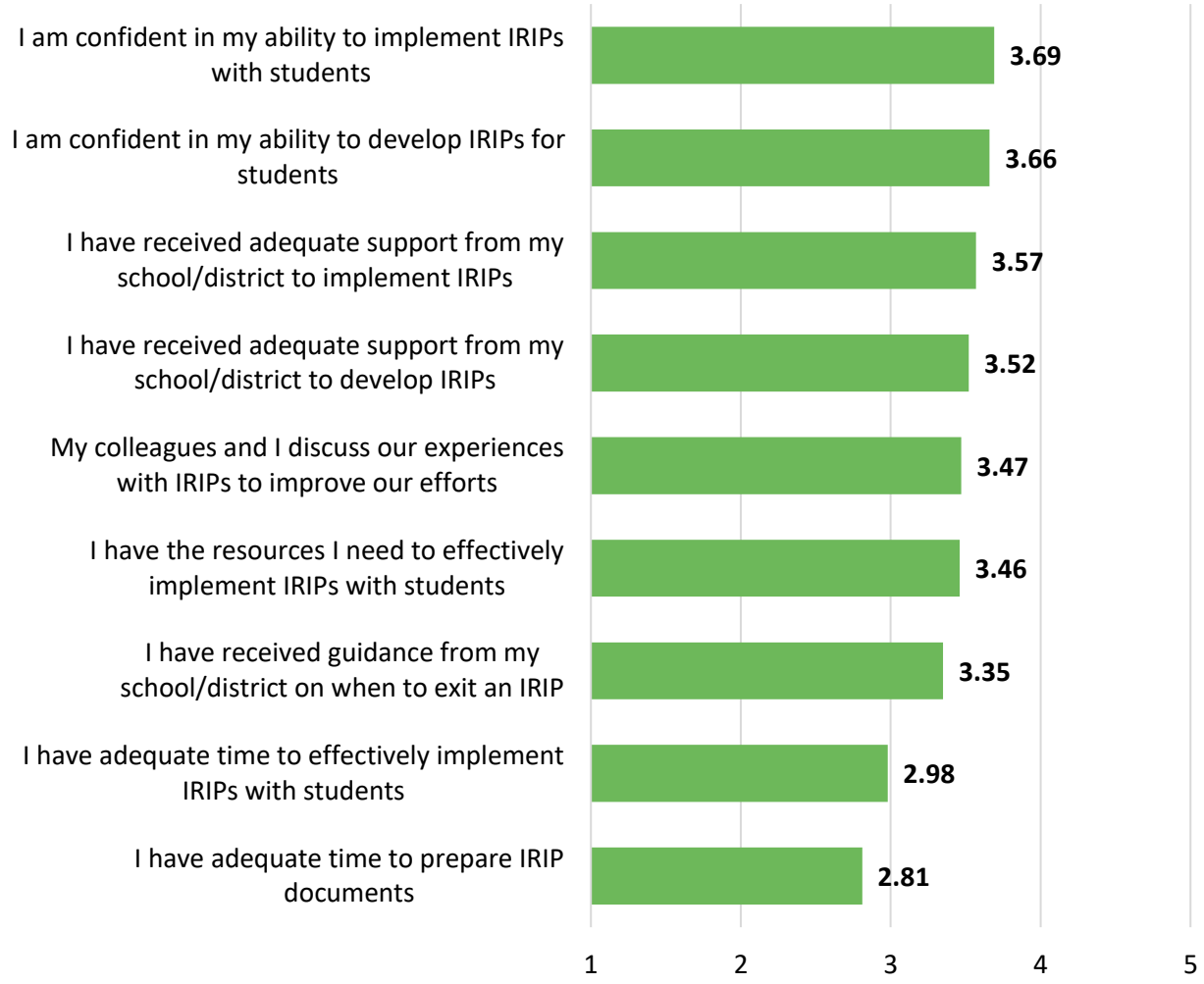
Figure 47. Type of support received by educators from their district/school to implement IRIPs with students (Leadership & Educator Survey)



Educator level respondents were asked to rate their level of agreement on a five-point scale with statements about their experience with IRIPs. On average, respondents tended to agree that

they are confident in the ability to develop and implement IRIPs with students (see Figure 48). Furthermore, educator level respondents were neutral or agreed that they receive adequate support from their school/district to develop and implement IRIPS, that they discuss IRIP experiences with colleagues to improve their efforts, and that they have the resources needed to effectively implement IRIPs with students. Finally, educator level respondents tended to be neutral on receiving guidance on when to exit an IRIP and that they have adequate time to effectively implement IRIPS and prepare IRIP documents (see Figure 48).

Figure 48. Level of agreement with statements about IRIP experience on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey) (Educator level; n = 247-259*)

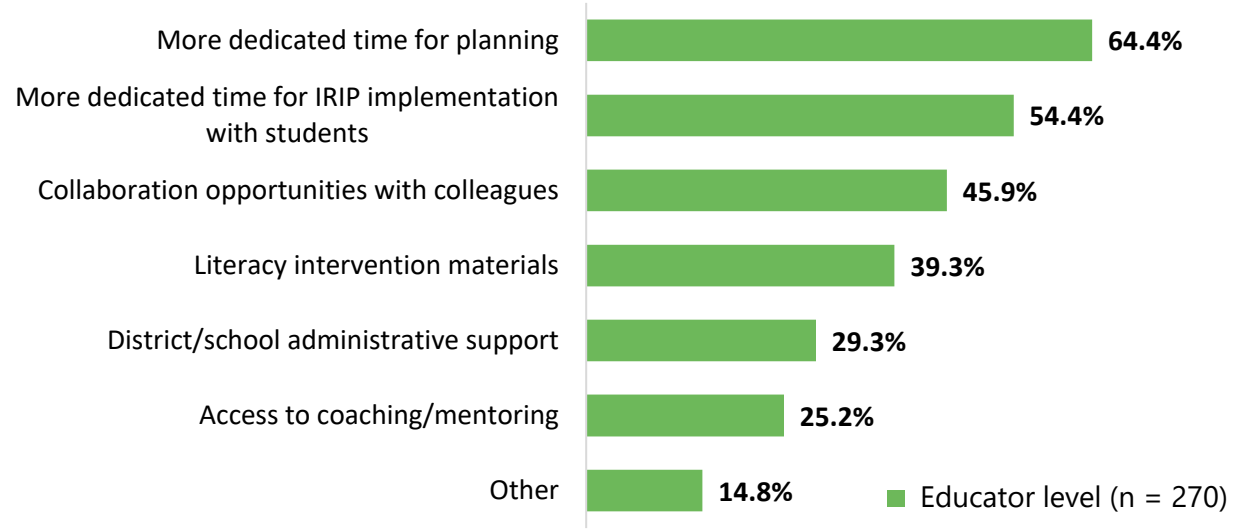


**The "n" for each statement varies due to some respondents selecting "not applicable to my role" as a response option.*

How can educators be better supported to implement IRIP intervention services?

Educator level respondents indicated which additional resources may support them with implementing IRIPs with students more effectively. More dedicated time for planning (64.4 percent), more dedicated time for IRIP implementation with students (54.4), more collaboration opportunities with colleagues (45.9 percent), and literacy intervention materials (39.3 percent) were most frequently selected by respondents (see Figure 49).

Figure 49. Additional resources needed to more effectively implement IRIPs; select all that apply (Leadership & Educator Survey)



To what extent are educators developing and carrying out IRIPs when students demonstrate a reading deficiency?

Educator level respondents were asked to share the approximate number of students they currently support with IRIP implementation. Respondents reported an average of 8.3 student IRIPs per person, with some supporting up to 90 student IRIPs at the time of survey completion. Educator level respondents were also asked to share the approximate number of hours they spend per week dedicated toward implementing IRIPs with students (see Table 7). On average, respondents indicated spending 5.1 hours per week implementing IRIPs with students, with some spending up to 40 hours per week (this may include staff whose entire role is dedicated toward reading intervention) (see Table 7).

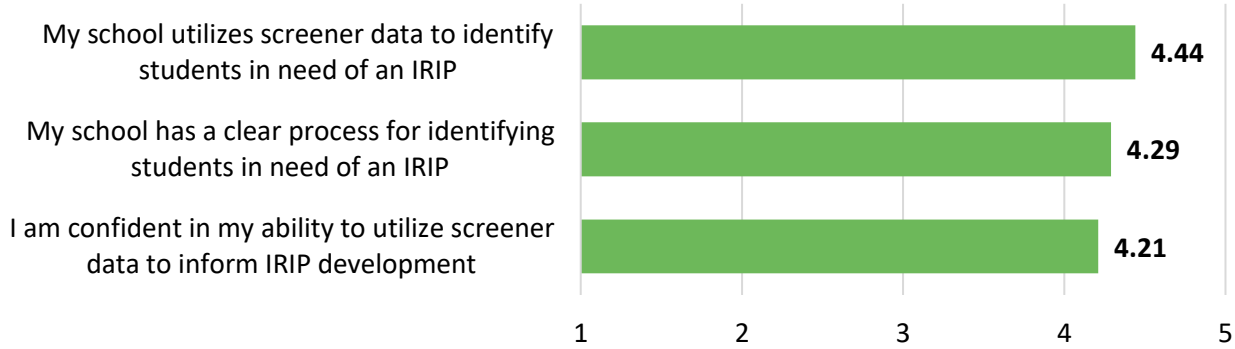
Table 7. IRIP implementation frequencies among educators (Leadership & Leadership Survey) (Educator level)

	Average	Median	Mode	Min	Max
Number of students with IRIPs per teacher/staff (n = 262)	8.3 students	6 students	6 students	0	90
Number of hours per week dedicated toward implementing IRIPs (n = 257)*	5.1 hours	3 hours	5 hours	0	40

**The "n" excludes five (n = 5) outliers that reported 150-240 hours per week, as there are only 168 hours in a week.*

Overall, educator level respondents agreed or strongly agreed that their school utilizes literacy screener data to identify students in need of an IRIP (see Figure 50). They also agreed that their school has a clear process for identifying students in need of IRIPs and are confident in their ability to utilize screener data to inform IRIP development.

Figure 50. Level of agreement with statements about utilization of literacy screener data on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey) (Educator level; n = 248-258*)



**The "n" for each statement varies due to some respondents selecting "not applicable to my role" as a response option.*

Educator level survey respondents were asked to select the top three reading intervention resources they use in their work with students. Educators most commonly selected UFLI (59.3 percent), Heggerty (54.1 percent), and Boost Reading (43.3 percent) (see Table 8). For a complete list of all reading intervention resources and the percent of educators who selected them as their top three resource, refer to Appendix B.

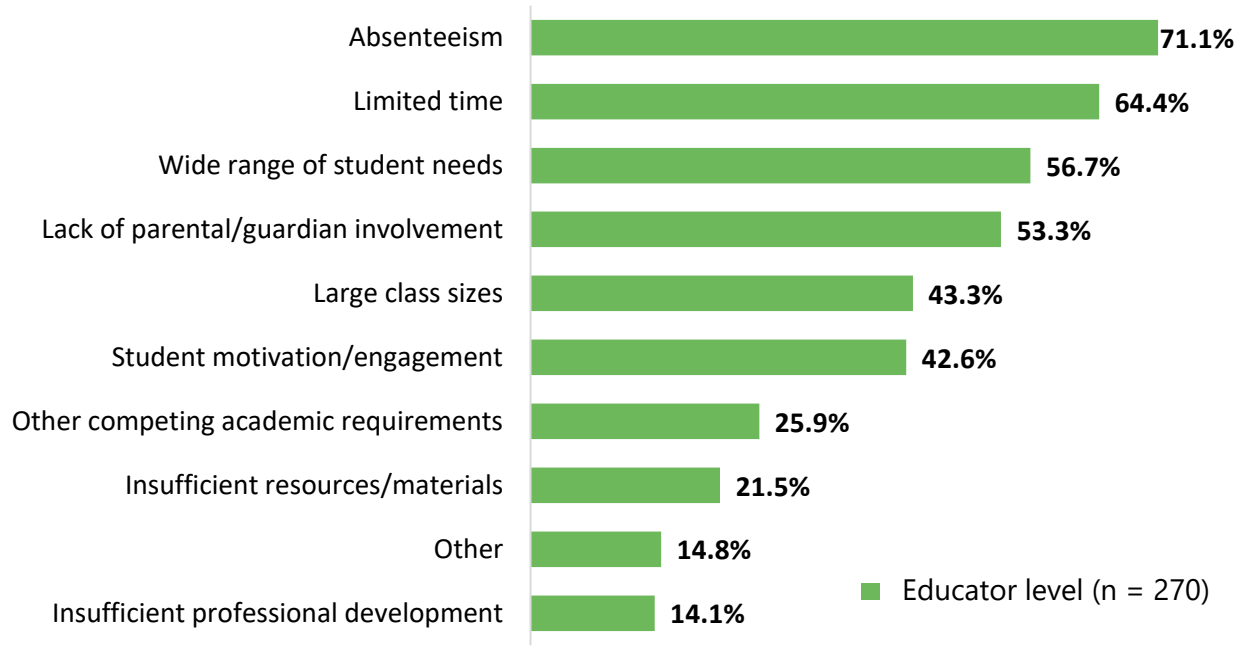
Table 8. Top three reading intervention resources used by 10 percent or more of educators (Leadership & Educator Survey) (Educator level; n = 270)

Reading Intervention Resources	Percent Selected as Top Three
UFLI Foundations (University of Florida Literacy Institute)	59.3%
Heggerty	54.1%
Boost Reading	43.3%
mCLASS Intervention Kits	32.6%
Phonics for Reading	17.4%
Other	17.4%
Read Naturally (Read Naturally)	10.4%

What barriers are educators facing with carrying out IRIP intervention support?

The most common barriers educator level respondents indicated facing included absenteeism (71.1 percent), limited time (64.4 percent), a wide range of student needs (56.7 percent), and lack of parental/guardian involvement (53.3 percent) (see Figure 51).

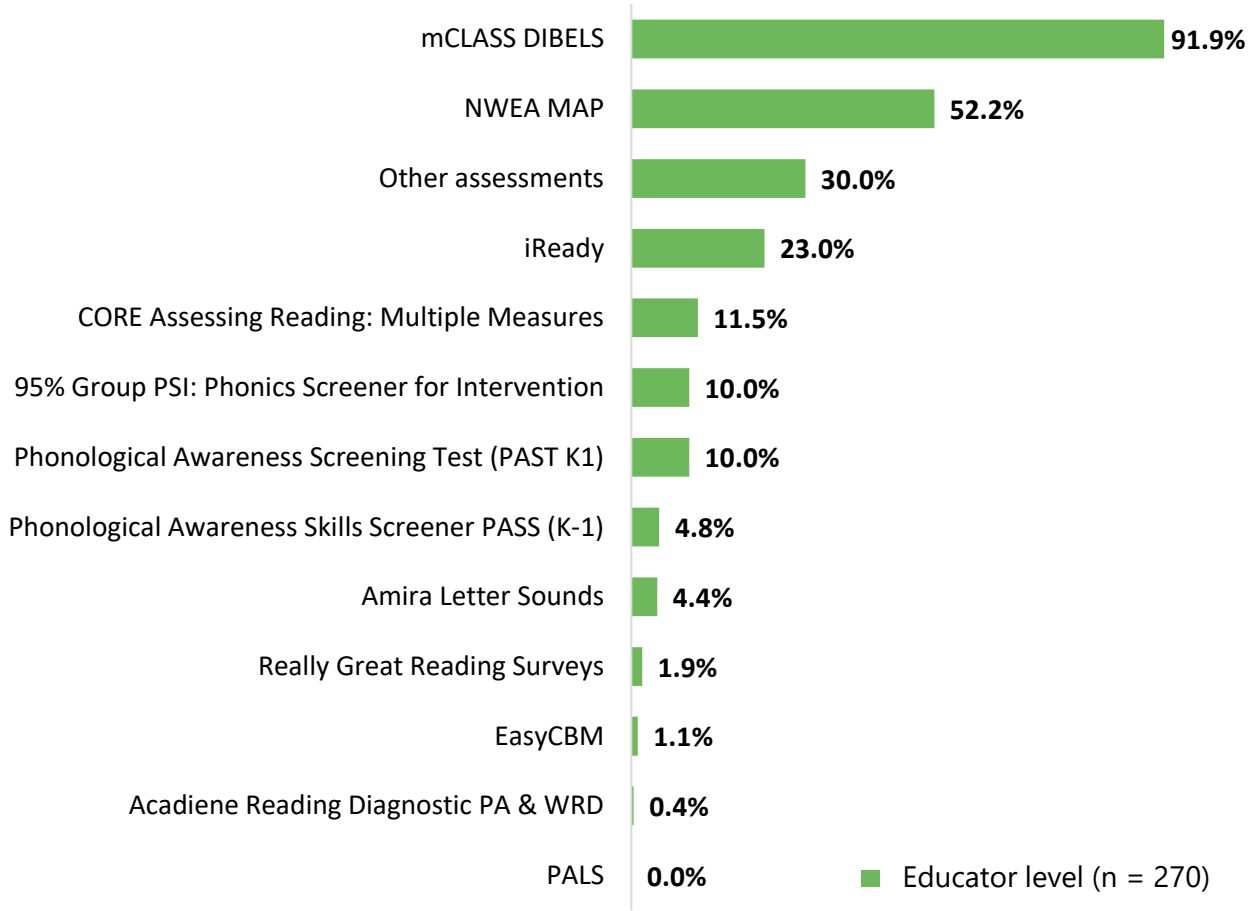
Figure 51. Most common barriers faced among educators with implementing IRIPs with students; select all that apply (Leadership & Educator Survey)



How are educators using literacy screener data to inform their intervention support with students?

Educator level respondents were asked to select the top three assessments that inform their decision-making about literacy instruction for students. A large majority of educator level respondents (91.9 percent) selected mCLASS DIBELS as a top assessment that informs their literacy instruction (see Figure 52). Over half of respondents selected NWEA MAP (52.2 percent) and 23.0 percent selected iReady.

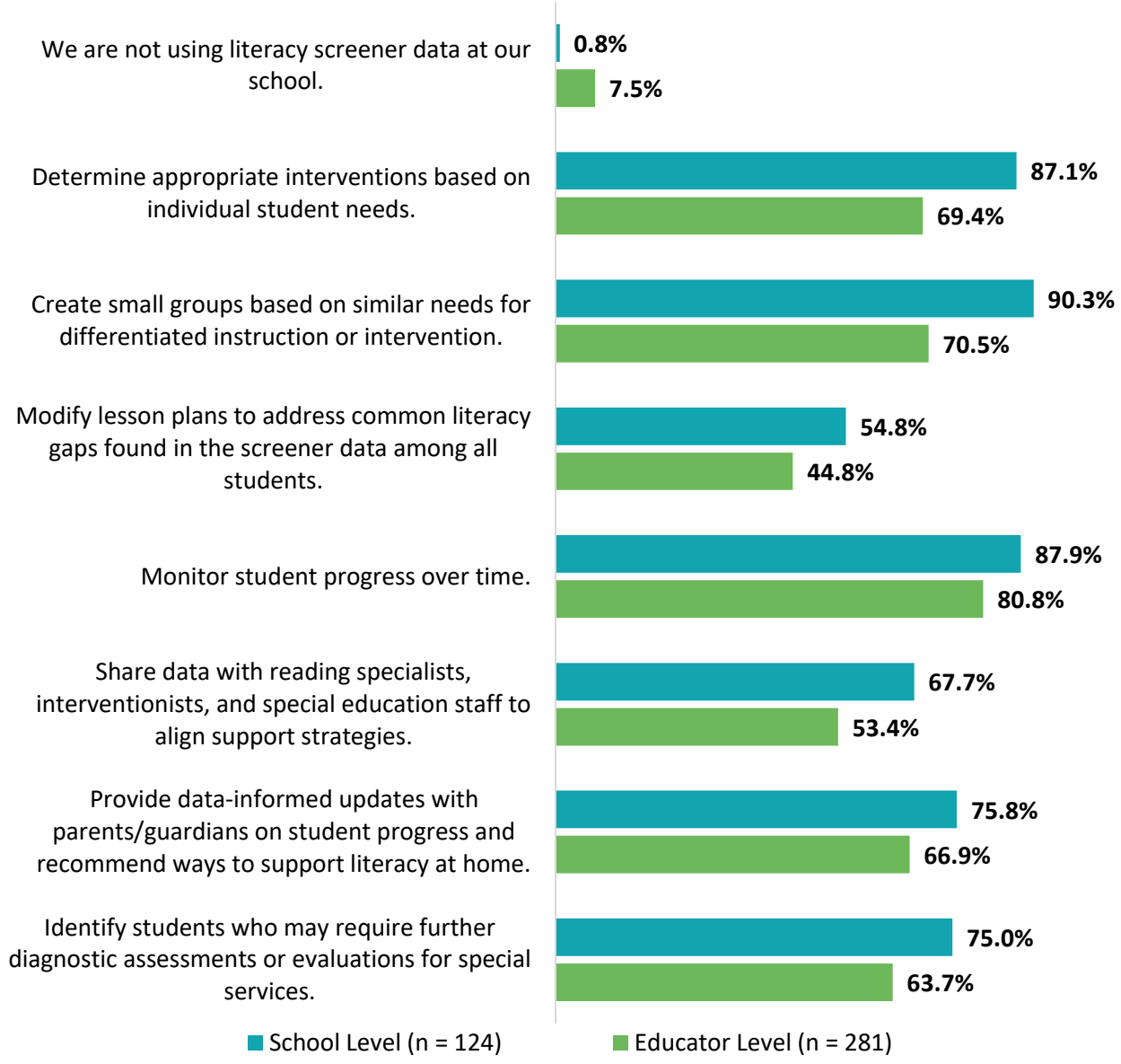
Figure 52. Educators' top three assessments that inform their decision-making regarding literacy instruction for students (Leadership & Educator Survey)



School and educator level survey respondents were asked to indicate the ways in which they use literacy screener data. Both school and educator level respondents most commonly used literacy screener data to create small groups based on similar needs for differentiated instruction or intervention (School level = 90.3 percent; Educator level = 70.5 percent), to monitor student progress over time (School level = 87.9 percent; Educator level = 80.8 percent), and to

determine appropriate interventions based on individual student needs (School level = 87.1 percent, Educator level = 69.4 percent) (see Figure 53). Over half of both school and educator respondents also indicated using literacy screener data for providing data-informed updates to parents/guardians, identifying students in need of further diagnostic testing, and sharing data with other staff to align support strategies.

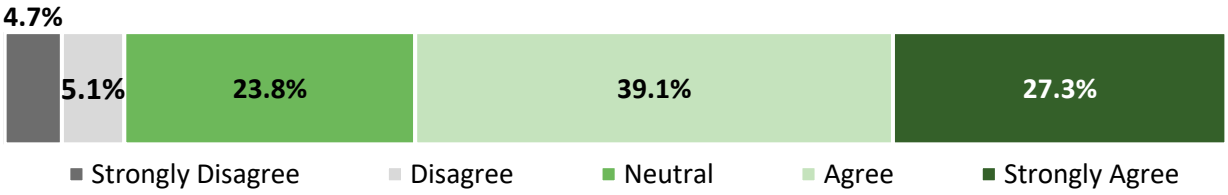
Figure 53. Ways in which school leaders and educators are using literacy screener data; select all that apply (Leadership & Educator Survey)



To what extent do educators report student literacy is improving because of IRIP intervention services?

Among educator level survey respondents, 27.3 percent strongly agreed and 39.1 percent agreed that they have noticed improvement in literacy skills among students with reading deficiencies as a result of implementing IRIPs (see Figure 54). Less than a quarter of respondents (23.8 percent) were neutral and 9.8 percent either disagreed or strongly disagreed that they noticed improvement in literacy skills among students as a result of implementing IRIPs.

Figure 54. Educator level of agreement with statement "As a result of implementing IRIPs I have noticed an improvement in literacy skills for students with reading deficiencies" (Leadership & Educator Survey) (Educator level; n = 256)



Family Engagement

To what extent are schools meeting with parents/caregivers of students with reading deficiencies?

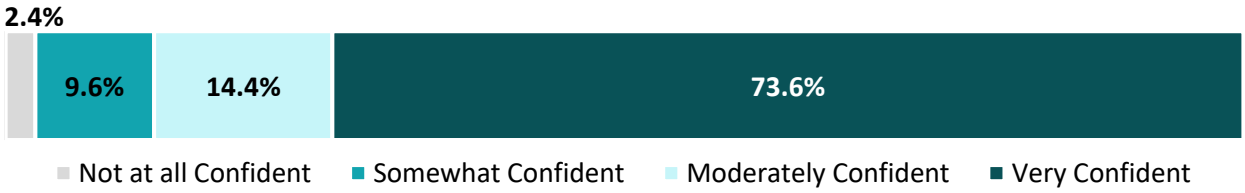
Approximately 87.5 percent of district respondents indicated that they provide guidance for K-3 teachers on how to share information about the Alaska Reads Act with parents/guardians. Districts reported most commonly directing parents/guardians to DEED's website (85.0 percent) or other online resources provided by DEED (50.0 percent) for information about the Alaska Reads Act. For more details about district communication with parents/guardians about the Alaska Reads Act see Appendix B.

Over half of all district representatives (57.5 percent) were very confident that all parents/guardians with students below reading proficiency receive required notifications about IRIPs, 25.0 percent were moderately confident, 12.5 percent were somewhat confident, and 5.0 percent were not at all confident (see Figure 55). School leader survey respondents showed slightly greater confidence, with 73.6 percent very confident and only 2.4 percent not confident at all (see Figure 55).

Figure 55. District leaders' level of confidence that all parents/guardians receive required notifications about IRIP (Leadership & Educator Survey) (District level; n = 40)

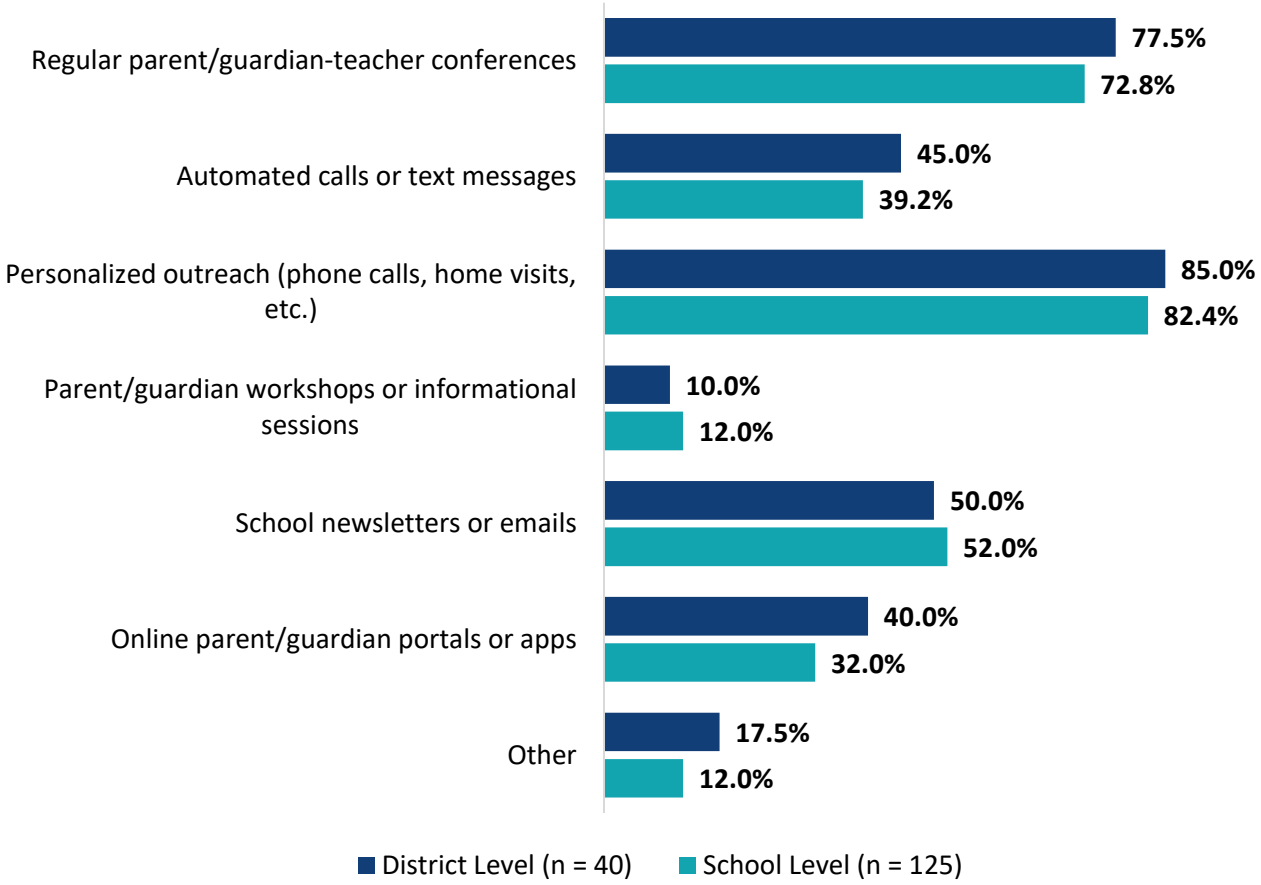
Almost three-quarters of school leaders (73.6 percent) were very confident that all parents/guardians receive required notifications about IRIPs (see Figure 56). Furthermore, 24.0 percent were somewhat to moderately confident and only 2.4 percent were not at all confident that parents/guardians receive required IRIP notifications.

Figure 56. School leaders' confidence that all parents/guardians receive required notifications about IRIP (Leadership & Educator Survey) (School level; n = 125)



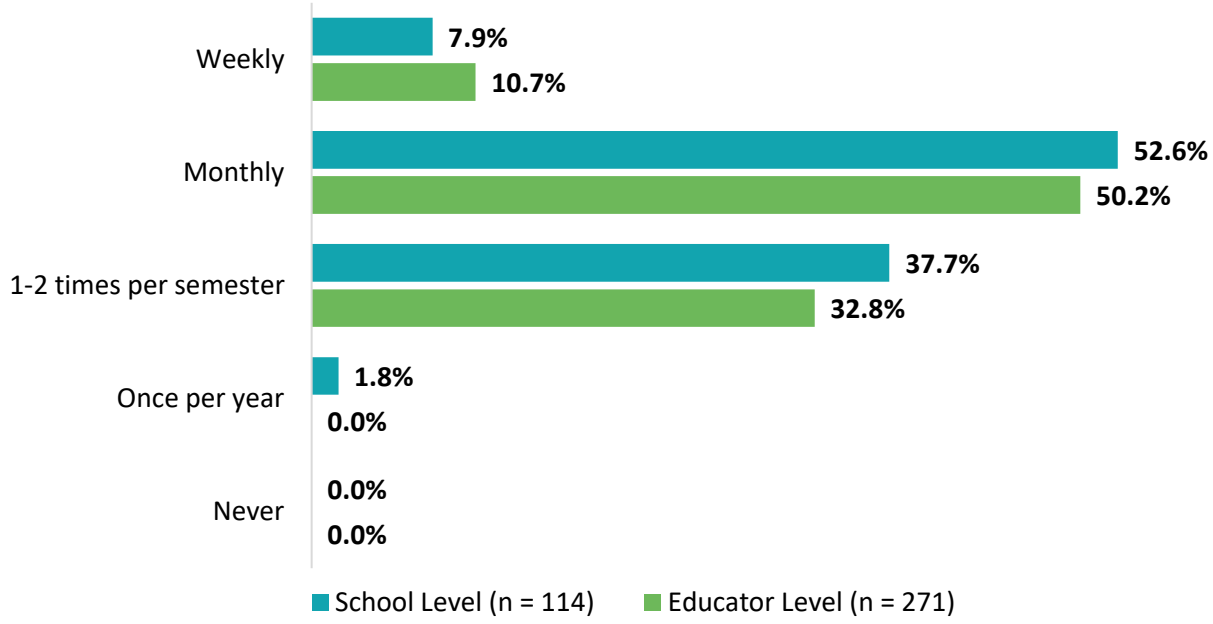
District and school leaders most commonly reported engaging parents/guardians in conversations about chronic absenteeism through personalized outreach (i.e., phone calls, home visits, etc.) (District level = 85.0 percent; School level = 82.4 percent), regular parent/guardian-teacher conferences (District level = 77.5 percent; School level = 72.8 percent), and school newsletters or emails (District level = 50.0 percent; School level = 52.0 percent) (see Figure 57).

Figure 57. Ways districts/schools are engaging parents/guardians in conversations about chronic absenteeism; select all that apply (Leadership & Educator Survey)



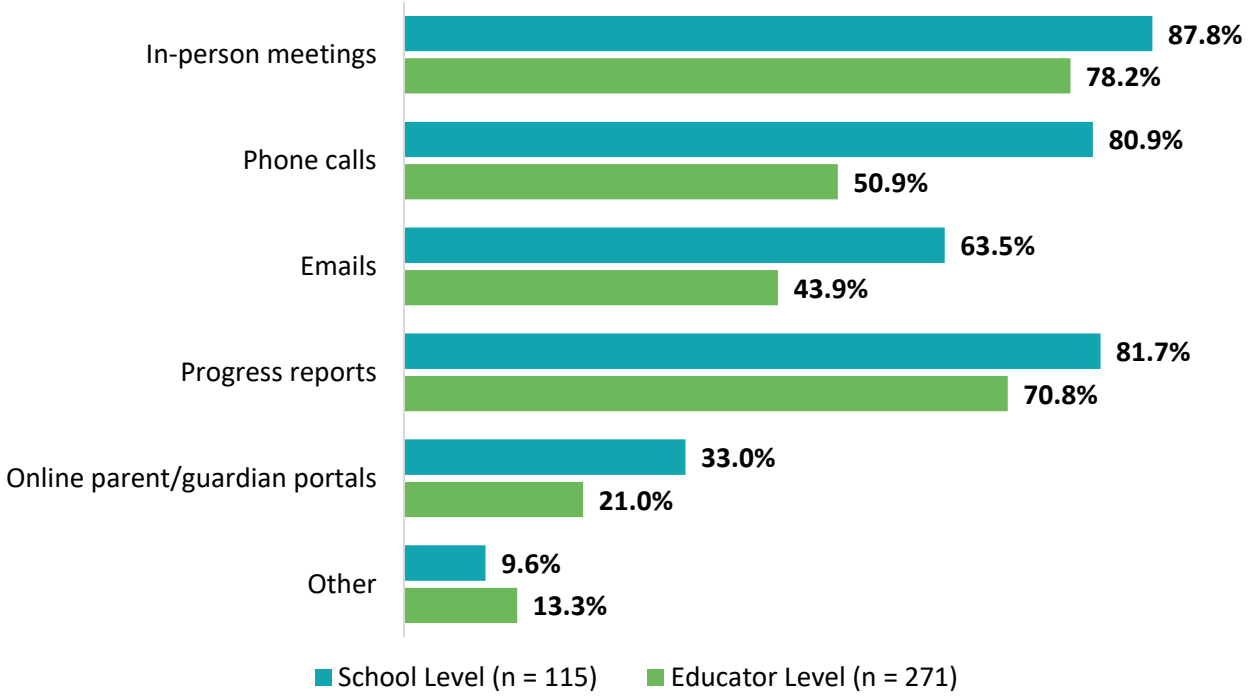
Approximately half of school and educator level respondents reported providing parents/guardians of students with reading deficiencies with progress updates on a monthly basis (School level = 52.6 percent; Educator level = 50.2 percent) and approximately one-third of respondents reported providing updates one to two times per semester (School level = 37.7 percent; Educator level = 32.8 percent) (see Figure 58).

Figure 58. Frequency of progress updates to parents/guardians of students with reading deficiencies (Leadership & Educator Survey)



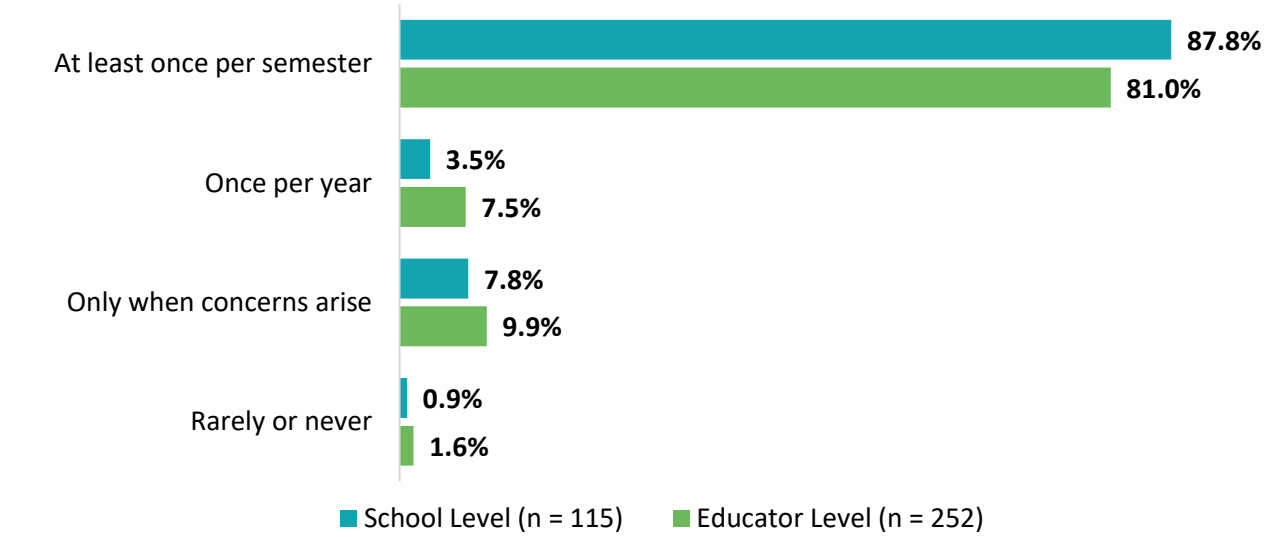
The most common method of communication with parents/guardians about reading interventions selected by school and educator level respondents were in-person meetings (School level = 87.8 percent; Educator level = 78.2 percent) and progress reports (School level = 81.7 percent; Educator level = 70.8 percent) (see Figure 59). School and educator respondents also used phone calls (School level = 80.9 percent; Educator level = 50.9 percent) and emails (School level = 63.5 percent; Educator level = 43.9 percent) as a means of communication about reading interventions with parents/guardians.

Figure 59. Methods to communicate with parents/guardians about reading interventions; select all that apply (Leadership & Educator Survey)



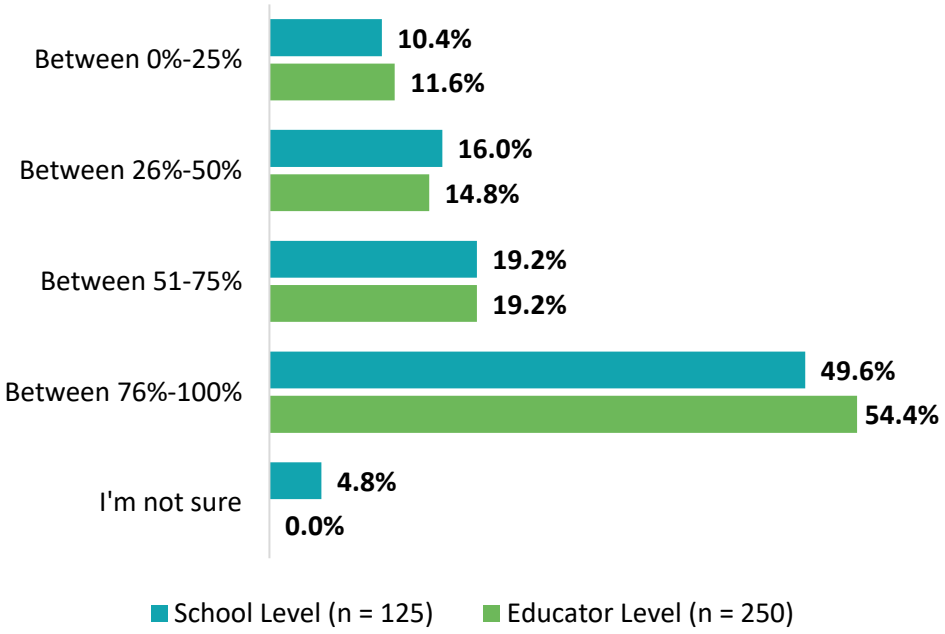
A large majority of both school and educator level respondents indicated that they meet with parents/guardians at least once per semester to discuss reading intervention plans (School level = 87.8 percent; Educator level = 81.0 percent) (see Figure 60).

Figure 60. Frequency of formal meetings with parents/guardians to discuss reading intervention plans (Leadership & Educator Survey)



Approximately half of school and educator level respondents reported that families who receive a request to meet to discuss their child's reading progress show up to attend meetings between 76-100 percent of the time (see Figure 61). Less than 20 percent of families attend these meetings between 51-75 percent of the time and 10-16 percent of families attend these meetings between 0-50 percent of the time.

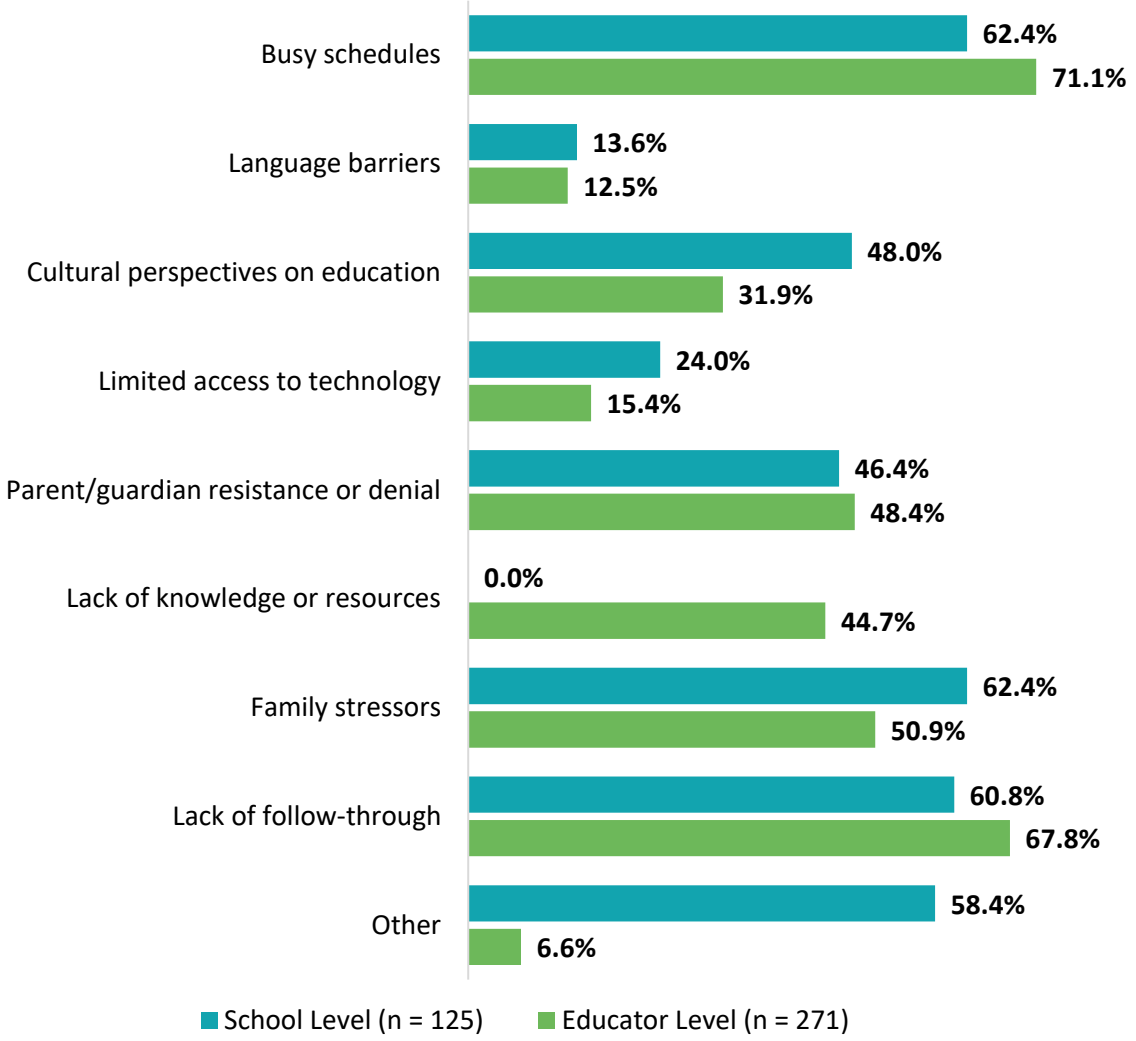
Figure 61. Approximate percentage of meetings attended by families who receive a request to meet to discuss their child's reading progress (Leadership & Educator Survey)



What have been the benefits and barriers of engaging parents in student literacy discussions?

According to school and educator level respondents, the three most common challenges in engaging parents/guardians of students with reading deficiencies are busy schedules among families (School level = 62.4 percent; Educator level = 71.1 percent), lack of follow through (School level = 60.8 percent; Educator level = 67.8 percent), and family stressors (School level = 62.4 percent; Educator level = 50.9 percent) (see Figure 62). Almost half of both respondent groups also indicated parent/guardian resistance or denial as a challenge (School level = 46.4 percent; Educator level = 48.4 percent).

Figure 62. Most common challenges in engaging parents/guardians of students with reading deficiencies; select all that apply (Leadership & Educator Survey)



How do school administrators/educators perceive parent engagement regarding student literacy?

Almost two-thirds of school level respondents found the parent/guardian meetings to be moderately (40.2 percent) or very effective (23.8 percent) in supporting student reading progress and one-third found them to be somewhat effective (33.6 percent) (see Figure 63). Educator level respondents reported similar levels of effectiveness of parent/guardian meetings, with 23.4 percent selecting very effective, 35.2 percent selecting moderately effective, and 34.1 percent selecting somewhat effective (see Figure 64).

Figure 63. Effectiveness of parent/guardian meetings at supporting student reading progress (Leadership & Educator Survey) (School level; n = 122)

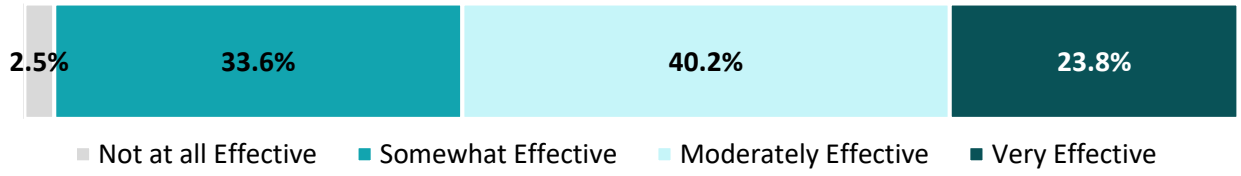
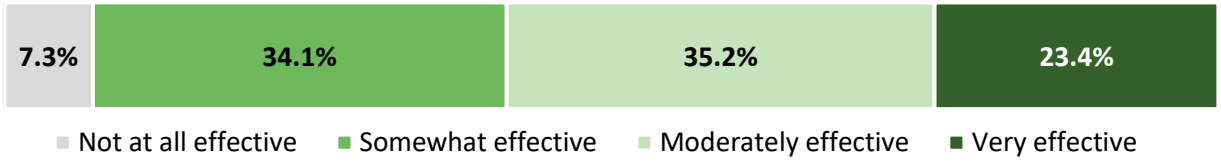
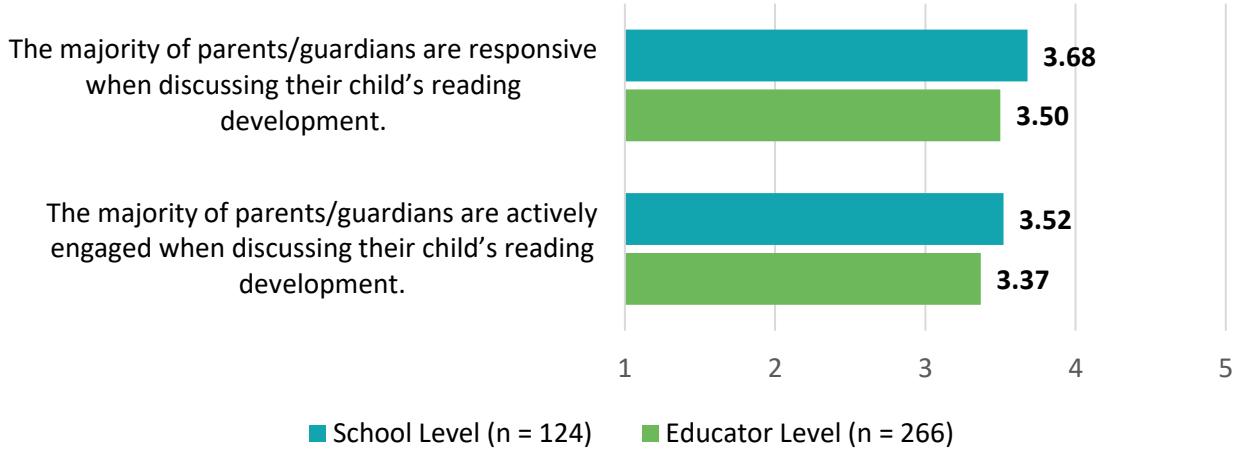


Figure 64. Effectiveness of parent/guardian meetings at supporting student reading progress (Leadership & Educator Survey) (Educator level; n = 261)



On average, school and educator level respondents were neutral or agreed that the majority of parents/guardians are responsive and actively engaged when discussing their child's reading development (see Figure 65).

Figure 65. Level of agreement with statements about parent/guardian responsiveness and engagement on a five-point scale (1 = Strongly Disagree; 5 = Strongly Disagree) (Leadership & Educator Survey)



Progress & Challenges

According to Alaska Reads Act team members who participated in interviews, understanding of MTSS frameworks and evidence-based core programs has deepened across districts since the start of the Alaska Reads Act (source: Annual DEED staff interviews conducted in July 2025).

Many districts continue to face challenges with scheduling constraints, capacity limitations, and the natural challenges of rural environments that can disrupt continuity of instruction for students, making it difficult to monitor consistent progress.

Several Alaska Reads Act team members described a persistent compliance mindset among district, school, and educator level personnel in which many see the MTSS plan as a requirement to adhere to rather than a tool to provide evidence-based guidance and practical value. DEED reading specialists have been working to become trusted thought partners rather than compliance monitors when supporting districts with MTSS plan review.

Looking Forward

The Alaska Reads Act team is working to deepen data cycle implementation across beginning, middle, and end-of-year checkpoints while embedding tiered attendance strategies (source: Annual DEED staff interviews conducted in July 2025). Alaska Reads Act team education specialists plan to increase proactive outreach following screener administration in Year 3. The team has also shifted to helping districts focus on one high-leverage skill at a time rather than addressing everything simultaneously. When districts face overwhelming data showing most students below benchmark, the instinct is to address all challenges at once. The recommendation is to help leadership teams select one specific skill per grade level to target intensively, building confidence before taking on additional challenges.

Alaska Reads Act team members who participated in interviews hope to move districts beyond simple proficiency tracking toward grade-specific skill targets, preventive scheduling structures, and accelerated supports for students performing multiple years below grade level. For students significantly behind, districts need explicit plans for acceleration, including which instructional programs to use and how to monitor progress to ensure effectiveness. This shift aims to make reading improvement plans practical tools that guide sustainable change (source: Annual DEED staff interviews conducted in July 2025).

Student Learning Outcomes

Key Findings
Modest Improvements in Early Literacy Proficiency Rates: Across all K-3 students, the rate of students meeting or exceeding literacy proficiency on the DIBELS screener increased by 3.0 percentage points from Fall 2023 to Fall 2024. Additionally, among students who scored below or well below proficient in Fall 2024, 38.6 percent achieved proficiency by Spring 2025, representing a 4.6 percentage point improvement over the previous school year. These gains suggest gradual progress in early literacy outcomes.
Stable Third Grade Proficiency with Growth Through Fourth Grade: Third grade AK STAR proficiency rates remained relatively stable across two consecutive school years, with 28.1 percent of students scoring at or above proficient in Spring 2024 and 28.7 percent in Spring 2025. However, longitudinal data shows promise for continued growth, as the Spring 2024 third grade cohort demonstrated a 4.9 percentage point increase in proficiency rates (reaching 33.0 percent) when assessed again in fourth grade.
High Chronic Absenteeism Presents a Challenge to Literacy Progress: For the 2024-2025 school year, the average rate of chronic absenteeism across all K-3 students reached 41.3 percent, indicating that more than two in five early elementary students miss 10 percent or more of instructional time. Approximately 78.4 percent of chronically absent third grade students scored below proficient on the AK STAR, a total of 11.1 percentage points greater than their peers who were not chronically absent.
Third Grade Progression Waiver Use Decreases: The rate of third grade students progressing with a waiver decreased by 2.7 percentage points in 2024-2025 compared to the previous school year, while the overall progression rate increased slightly by 0.3 percentage points. Despite this reduction in waiver usage, achievement gaps persist among students who progressed to fourth grade with a waiver in 2024-2025.

The DIBELS literacy screener is administered to students in K-3rd grade by districts at three timepoints throughout the 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 are not required to take the DIBELS assessment at winter or spring; however, many schools allow proficient students to complete the DIBELS at the winter and spring timepoints. The literacy proficiency findings from the 2023-2024 school year presented below serve as a baseline to compare to findings from the 2024-2025 school year. Future reports will continue to show longitudinal change with each new school year.

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

Table 9 below displays the percentage of students who met or exceeded literacy proficiency on the DIEBLS literacy screener at the beginning of the school year (fall timepoint). Literacy proficiency rates in Fall 2023 and Fall 2024 were closely aligned among K-3 students, with a slight increase in the rate of students meeting or exceeding proficiency in Fall 2024 among 1st through 3rd grade students when compared to the previous school year (Fall 2023) (see Table 9). When looking at all K-3 students combined, the rate of students meeting or exceeding literacy proficiency in Fall 2024 was greater than Fall 2023 by 3.0 percentage points (see Table 9).

Table 9. Student literacy proficiency at fall timepoint (Literacy outcome data)

% of Students Meeting or Above Proficient in Fall*		
	Fall 2023	**Fall 2024**
Kindergarten	23.5% (n = 1,477)	22.8% (n = 1,334)
1st Grade	41.5% (n = 2,744)	46.8% (n = 2,913)
2nd Grade	45.8% (n = 3,105)	49.2% (n = 3,171)
3rd Grade	50.6% (n = 3,377)	53.2% (n = 3,587)
All K-3 Students	40.6% (n = 10,703)	43.6% (n = 11,005)

**These findings are based on the total number of students who completed the DIBELS assessment at the fall timepoint.*

The findings presented below in Table 10 showcase the progress in literacy proficiency of students who scored below or well below on the DIBELS at the fall timepoint and also completed the DIBELS at the spring timepoint. Of the 14,384 K-3 students who scored below or well below proficient on the DIBELS screener in Fall 2023, 34.0 percent (n = 4,886) achieved proficiency by Spring 2024 (see Table 10). Of the 11,716 K-3 students that scored below or well below proficient on the DIBELS screener in Fall 2024, 38.6 percent (n = 4,524) achieved proficiency by Spring 2025 (see Table 10). The rate of K-3 students who achieved proficiency by Spring 2025 was 4.6 percentage points higher than the previous school year. Similar to the baseline findings of the 2023-2024 school year, literacy proficiency levels improved from fall to spring across each grade level during the 2024-2025 school year (see Table 10).

Table 2. Percent change in student literacy proficiency from fall to spring (Literacy outcome data)

	# of Students Below Proficient in Fall*	% of Students that Achieved Proficiency by Spring
2023-2024 School Year (baseline)		
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)
2024-2025 School Year		
Kindergarten	4,171	53.6% (n = 2,234)
1st Grade	3,072	36.4% (n = 1,117)
2nd Grade	3,037	24.0% (n = 729)
3rd Grade	2,879	15.4% (n = 444)
All K-3 Students	11,716	38.6% (n = 4,524)

**These findings are based on the total number of students who completed the DIBELS assessment at both fall and spring timepoints.*

How are student literacy outcomes impacted by the DRIP/MTSS 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 serve as the baseline to compare future literacy outcomes among third grade students over time.

As seen in Table 11, approximately 83.1 percent of all third grade students[9] (n = 8,033) completed the AK STAR assessment in Spring 2024. Approximately 99.2 percent of all third grade students (n = 8,275) and 99.3 percent of all fourth grade students (n = 8,021) completed the AK STAR assessment in Spring 2025 (see Table 11).

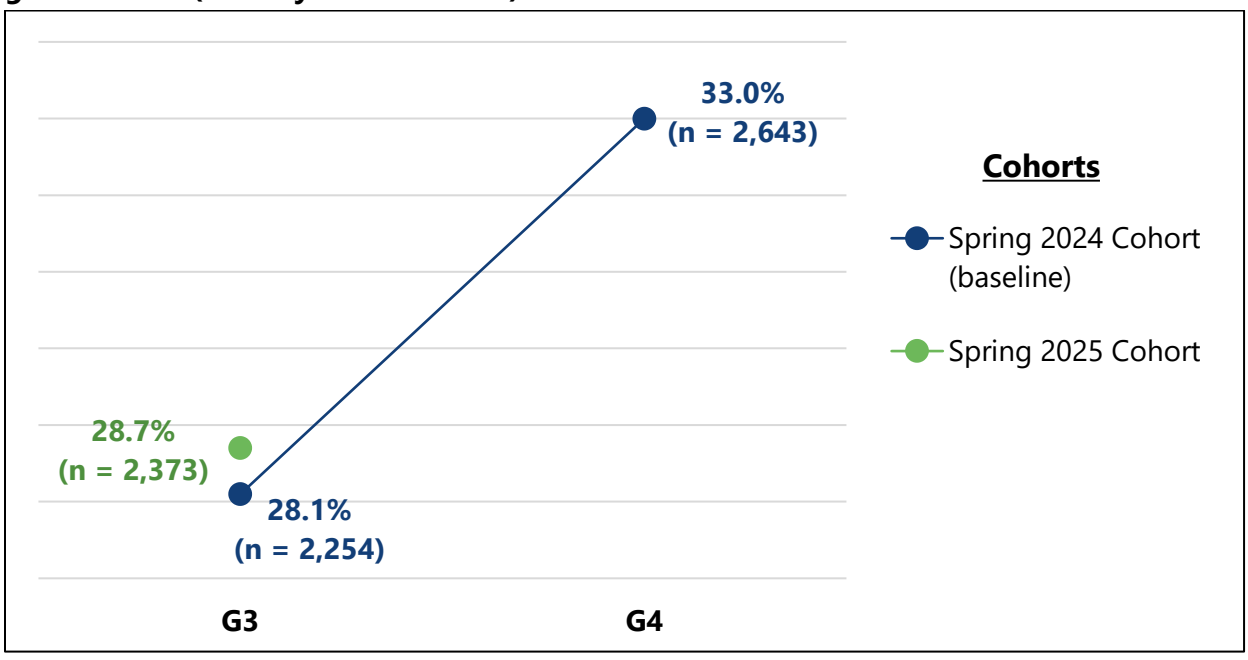
[9] The participation rate of the AK STAR assessment is based on the number of students enrolled on the first day of the test window. Please also note that the n-size may vary as students who only took the beginning-of-year assessment were excluded.

Table 11. AK STAR spring completion rate by school year by grade (Literacy outcome data)

School Year	3rd Grade Completion Rate
Spring 2024 (baseline)	83.1% (n = 8,033)
Spring 2025	99.2% (n = 8,275)
	4th Grade Completion Rate
Spring 2025	99.3% (n = 8,021)

Figure 66 below shows the percent of students for each third grade cohort (e.g., Spring 2024, Spring 2025, etc.) who reached literacy proficiency on the AK STAR assessment. The findings show that third grade students from the 2023-2024 school year and 2024-2025 school year had similar AK STAR results, with 28.1 percent of the Spring 2024 cohort scoring at or above proficient and 28.7 percent of the Spring 2025 cohort scoring at or above proficient (see Figure 66). The Spring 2024 cohort saw an increase in the rate of students at or above proficient by 4.9 percentage points from third to fourth grade on the AK STAR assessment.

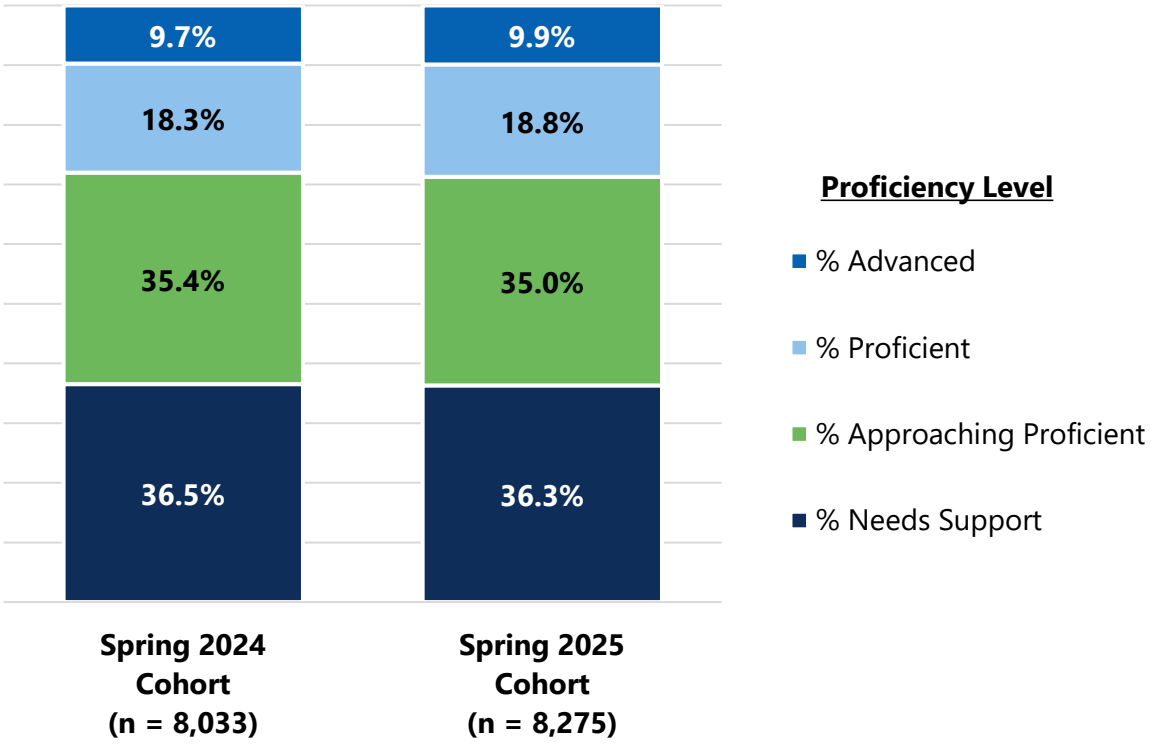
Figure 66. Percent of students at or above proficient on the AK STAR over time by 3rd grade cohort (Literacy outcome data)



These findings exclude students who did not complete the AK STAR assessment or did not have an AK STAR score. Findings from Spring 2024 include students with Medical, English Language Learner, and Full-Time Equivalent exemptions.

Figure 67 presents the four proficiency levels by third grade cohort. The Spring 2025 cohort performed very similarly to the previous Spring 2024 cohort on the AK STAR assessment with only slight differences by proficiency level of 0.5 percentage points or less (see Figure 67).

Figure 67. Comparison of 3rd grade AK STAR proficiency levels across cohorts



DEED defines chronic absenteeism[10] as students who miss 10 percent or more of school days and includes both excused and unexcused absences. For the 2024-2025 school year, the average rate of chronic absenteeism across all K-3 students was 41.3 percent (see Table 12). Chronic absenteeism across grades ranged from 38.4 percent among third grade students to 45.9 percent among kindergarten students.

Table 12. Chronic absenteeism for the 2024-2025 school year (Literacy outcome data)

Grade Level	% of Students Chronically Absent
Kindergarten (n = 7,245)	45.9% (n = 3,328)
1st Grade (n = 7,526)	41.9% (n = 3,155)
2nd Grade (n = 7,859)	39.5% (n = 3,107)

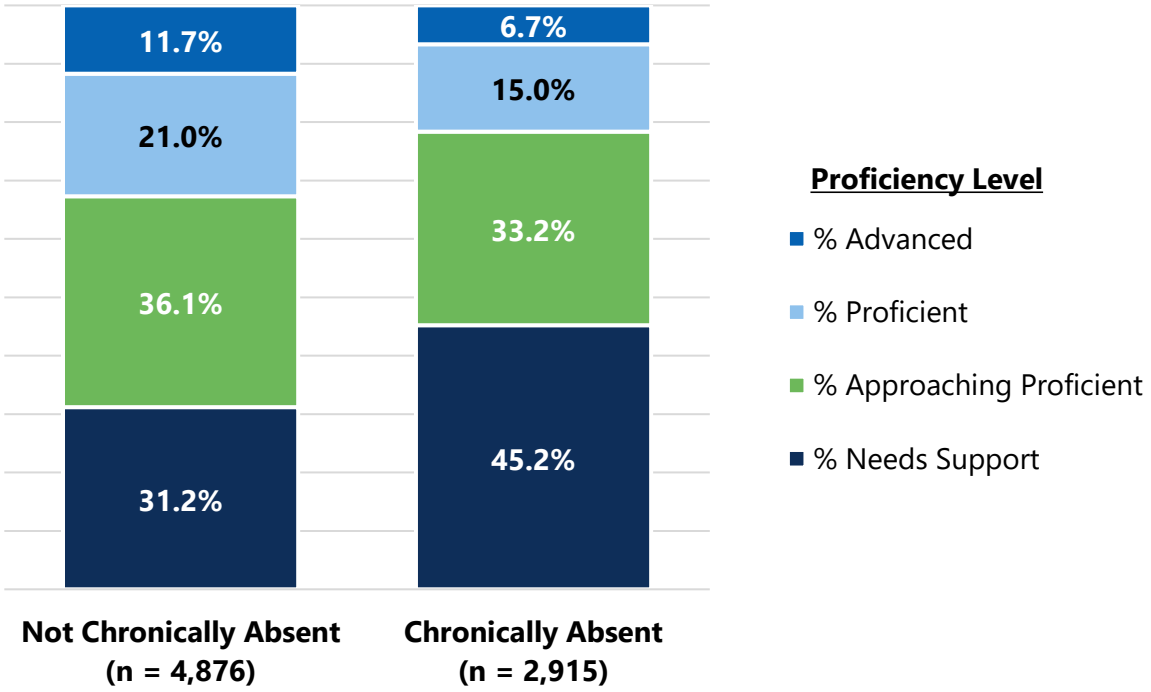
[10] Chronic absenteeism was calculated using the total days attended out of the total days of school membership. The variation in total number of school days for each school was taken into account when calculating chronic absenteeism.

Grade Level	% of Students Chronically Absent
3rd Gade (n = 8,205)	38.4% (n = 3,151)
All K-3 Grades (n = 30,835)	41.3% (n = 12,741)

These findings are based on the total number of students who had a minimum number of school membership days that was greater than or equal to half the total number of school days at their school. These findings exclude correspondence schools and detention facilities.

Figure 68 presented below shows third grade Spring 2025 AK STAR literacy proficiency outcomes for students who were not chronically absent during the 2024-2025 school year compared to students who were chronically absent. Approximately 78.4 percent of third grade students who were chronically absent scored below proficient on the AK STAR, a total of 11.1 percentage points greater than their peers who were not chronically absent (see Figure 68). This finding suggests a notable difference in literacy proficiency among third grade students who were chronically absent relative to students who were not chronically absent during the 2024-2025 school year.

Figure 68. Spring 2025 AK STAR literacy proficiency rates for third grade students who were not chronically absent versus students who were chronically absent during the 2024-2025 school year (Literacy outcome data)



These findings are based on the total number of third grade students who had Spring 2025 AK STAR data and attendance data for the 2024-2025 school year.

To what extent are parents of third grade students with reading deficiencies choosing to progress their students to fourth grade?

Among all third grade students enrolled in the 2024-2025 school year (n = 9,033), approximately 99.3 percent (n = 8,969) progressed to fourth grade and 25.4 percent (n = 2,295) progressed with a waiver signed by a parent/guardian or superintendent[11] (see Table 13). For the 2024-2025 school year, the rate of progression among third grade students increased by 0.3 percentage points and the rate of third grade students who progressed with a waiver decreased by 2.7 percentage points when compared to the 2023-2024 school year.

Table 13. Percent of third grade students who progressed and progressed with a waiver (Literacy outcome data)

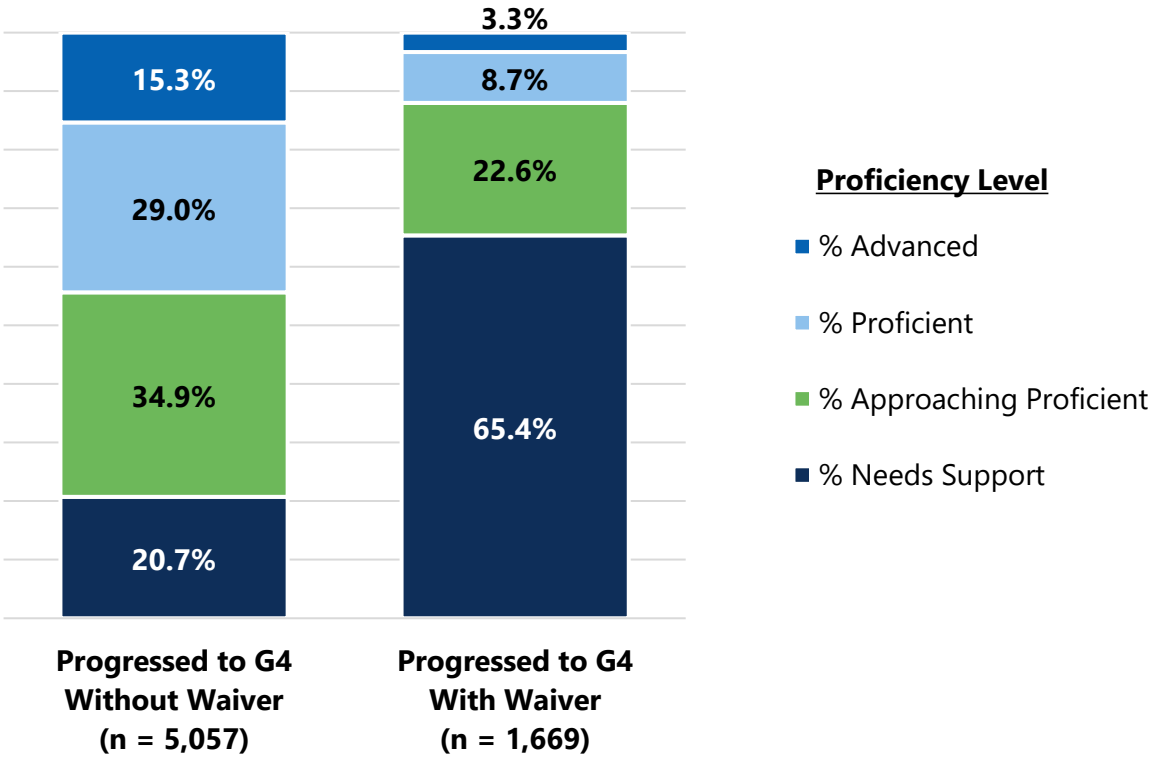
School Year	% Progressed	% Progressed with Waiver
2023-2024 (n = 8,745)	99.0% (n = 8,660)	28.1% (n = 2,461)
2024-2025 (n = 9,033)	99.3% (n = 8,969)	25.4% (n = 2,295)

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

Figure 69 presented below shows fourth grade Spring 2025 AK STAR literacy proficiency outcomes for students who progressed to fourth grade without a waiver versus students who progressed to fourth grade with a waiver. Approximately 88.0 percent of fourth grade students who progressed with a waiver scored below proficient on the AK STAR, a total of 32.4 percentage points greater than their peers who progressed to fourth grade without a waiver (see Figure 69). This finding suggests a notable difference in literacy proficiency among students who progress to fourth grade with a waiver versus without a waiver.

[11] 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.

Figure 69. Spring 2025 AK STAR literacy proficiency rates for students who progressed to 4th grade with a waiver versus without a waiver (Literacy outcome data)



These findings are based on the total number of students who had progression data at 3rd grade and AK STAR data at both 3rd and 4th grade timepoints.

#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
DRP Implementation: The Department Reading Program was implemented for the first time in the 2024-2025 school year, serving 18 schools across seven districts. Education specialists partnered directly with DRP schools to translate district-level reading plans into site-specific Intensive School Reading Improvement Plans (ISRIPs) tailored to each school's unique needs. Support included leadership coaching, professional learning community modeling, classroom observations, and data reviews focused on using screening results to drive instruction.
Value of Coaching: Reading specialists conducted 15 in-person site visits throughout the 2024-2025 school year that proved beneficial for building rapport with DRP schools and enabled more effective virtual coaching throughout the remainder of the year. All eligible districts from the 2024-2025 school year that qualified chose to reapply for the DRP, signaling that educators see value in the program.
Opportunities for Enhanced Support: The 2024-2025 school year served as an initial implementation year providing learning opportunities for both schools and the Alaska Reads Act team. DRP school survey respondents provided valuable suggestions for expanding support, including earlier site visits for classroom modeling at the beginning of the school year, training on using data to determine interventions, weekly virtual coaching sessions, guidance on integrating reading instruction into other content areas, and regular planning and data meetings with teachers.
DRP School Literacy Outcomes: AK STAR literacy proficiency among DRP students showed modest year-over-year gains, with third grade proficiency increasing by 1.2 percentage points from Spring 2024 to Spring 2025.

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 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 has also been used by the schools to provide professional development and purchase reading intervention materials.

The Department Reading Program goals include: 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. The following schools were 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 Elitnaurvik
- 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.*

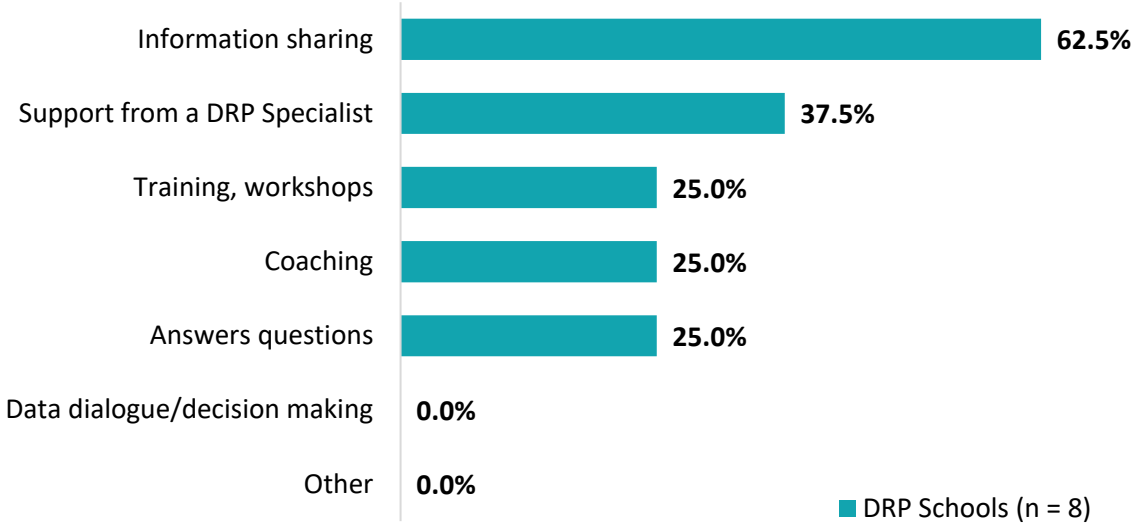
How have reading specialists worked with DRP schools to develop ISRIPs?

Education specialists partnered directly with DRP schools to translate district DRIP/MTSS plans into site-specific Intensive School Reading Improvement Plans (source: DEED staff interviews conducted July 2025). The process began with reviewing district DRIP/MTSS plans submitted through the rubric system, then working with schools that qualify and voluntarily apply to the program. Education specialists work with principals and district personnel such as curriculum coordinators and instructional coaches to tailor plans to each school's specific capacity. During the 2024-2025 school year, the team of education specialists conducted 15 in-person site visits with DRP schools. Site visits proved to be pivotal for relationship-building according to DEED Alaska Reads Act team members. The initial connections made during the site visits enabled more effective virtual coaching throughout the year. Education specialists conducted needs assessments to understand what each district required, then built support around identified

needs. Support for DRP schools included leadership coaching, professional learning community modeling, classroom observations, and data reviews focused on using screening results to drive instruction. Data reviews emerged as one of the most critical components. Many schools see overwhelming amounts of red on their dashboards and struggle to identify student progress. Education specialists coached teams through understanding that students might remain in the red while still showing notable growth in specific skills. This reframing helped teachers feel empowered rather than defeated (source: DEED staff interviews conducted July 2025). Moving forward, education specialists hope to shift their support to be more collaborative between specialists and school teams in developing ISRIPs rather than specialists writing plans for schools. The ISRIP itself is in the process of being redesigned with the goal of making it a practical tool rather than a compliance burden (source: DEED staff interviews conducted July 2025).

School administrators at DRP schools (n = 8) were asked on the Leadership & Educator Survey which types of support have been most beneficial to them. Approximately 62.5 percent of DRP respondents found information sharing to be the most beneficial, followed by support from a Reading Specialist (37.5 percent), training/workshops (25.0 percent), coaching (25.0 percent), and answers questions (25.0 percent) (see Figure 70). DRP respondents also provided some suggestions through open-ended responses for additional support including site visits for classroom modeling, training on how to use data to determine intervention, weekly virtual coaching sessions, more information on how to integrate reading instruction into other content areas, and weekly planning and data meetings with teachers (source: Leadership & Educator Survey 2025).

Figure 70. Most beneficial types of support according to DRP school survey respondents; select all that apply (Leadership & Educator Survey)



To what extent are schools prepared to implement their ISRIPs effectively?

According to Alaska Reads Act team members, schools vary considerably in their readiness to implement ISRIPs with capacity for implementation heavily influenced by school configuration. Some schools have multiple classrooms per grade level, while others combine multiple grades in a single room. Each configuration requires different approaches to tiered intervention delivery, and schools with multi-grade classrooms face additional complexities with implementation. Districts that have dedicated positions and built-in coaching systems demonstrated stronger capacity for ISRIP implementation (source: DEED staff interviews conducted July 2025).

The 2024-2025 school year served as an initial year of implementation with substantial learning occurring. Schools welcomed practical support including modeling professional learning communities, calibrating progress monitoring practices, and aligning interventions to core materials for students well below grade level. DRP Schools are enthusiastic about using the online coaching platform SIBME, which allows teachers to record classroom clips and upload them for feedback, indicating a readiness to engage with virtual support structures moving forward (source: DEED staff interviews conducted July 2025).

What barriers are schools facing with implementing their ISRIPs effectively?

Teacher and staff turnover present the most noteworthy barrier experienced by DRP schools. Schools are constantly onboarding new teachers who may have never encountered MTSS

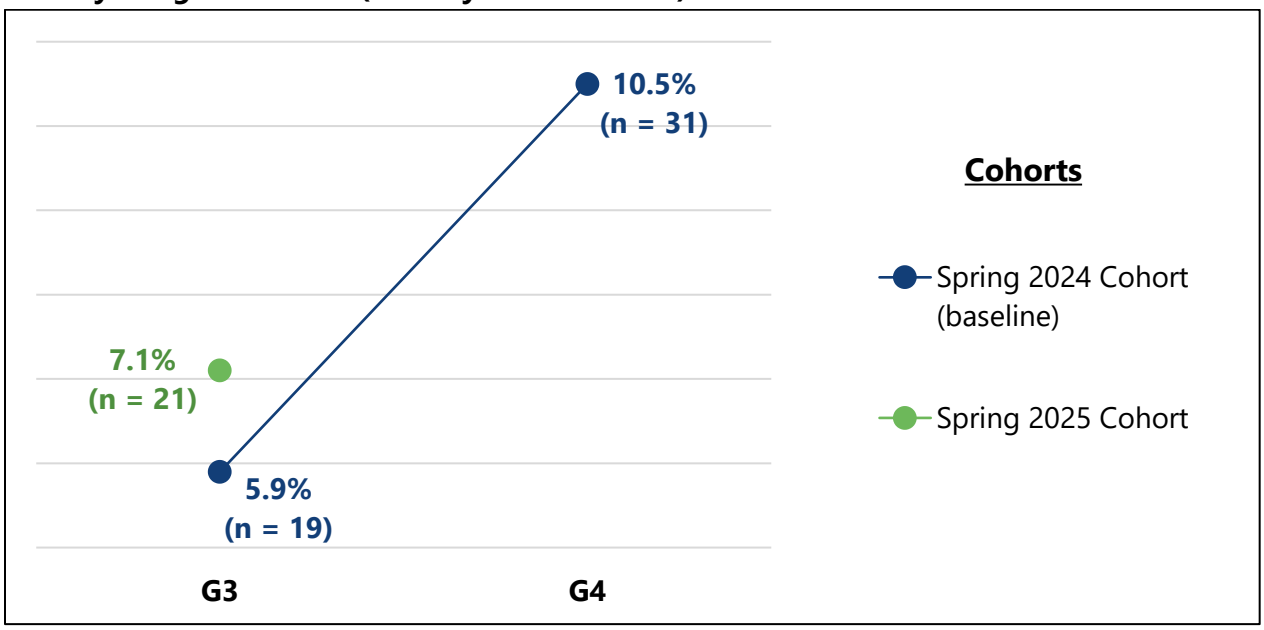
systems or evidence-based reading instruction. Communication fatigue and rural life interruptions compound this challenge. Shutdowns force communities to react, teachers leave unexpectedly, and weather disrupts instruction constantly. These are realities that no standardized curriculum or assessment system has been designed to account for, yet schools must navigate them while implementing improvement plans (source: DEED staff interviews conducted July 2025).

Another persistent challenge is the tendency to view plans as compliance checkboxes rather than living documents. Some schools approach the ISRIP as paperwork to complete and submit rather than as a tool to guide instructional practice. Additionally, in small districts where educators know every child well, there is sometimes more focus on reasons why data is low rather than solutions for improving instruction. Finally, geographic challenges create implementation barriers. Districts cover vast areas with schools spread across thousands of square miles. Even within districts, instructional coaches face significant travel demands to reach all schools. Travel budget constraints limit the frequency of in-person site visits, making robust virtual support systems essential but not always sufficient. Funding decreases from the previous year can create additional constraints on the support available to schools. Schools also face challenges with scheduling and capacity, as the ambitious scope of improvement plans often exceeds available time and personnel resources (source: DEED staff interviews conducted July 2025).

To what extent are DRP schools seeing improvement in student literacy outcomes? How are student literacy outcomes for DRP schools changing over time?

Figure 71 presented below shows the percent of students at DRP schools who scored at or above proficient on the AK STAR assessment administered each spring. Spring 2024 third grade students serve as the baseline to compare to future third grade student cohorts. Approximately 7.1 percent of Spring 2025 third grade students met literacy proficiency on the AK STAR, a 1.2 percentage point increase compared to the Spring 2024 third grade students (baseline) (see Figure 71). Approximately 10.5 percent of Spring 2024 third grade students met literacy proficiency on the AK STAR in fourth grade, improving by 4.6 percentage points.

Figure 71. DRP Schools: Percent of students at or above proficient on the AK STAR over time by 3rd grade cohort (Literacy outcome data)



These findings exclude students who did not complete the AK STAR assessment or did not have an AK STAR score. Findings from Spring 2024 include students with Medical, English Language Learner, and Full-Time Equivalent exemptions.

Looking Forward

The Alaska Reads Act team aims to strengthen virtual coaching capacity through tools such as SIBME given travel budget constraints. Education specialists hope to increase support for instructional coaches and principals and narrow the focus for each school to a small number of high-leverage skills. DEED is training staff to offer more consistent supports, including train-the-trainer sessions for assessment tools. Some DRP schools will also receive CLSD support, creating valuable continuity across programs and funding sources. DEED staff interviewees hope this targeted approach is more likely to build momentum than attempting to improve everything simultaneously (source: DEED staff interviews conducted July 2025).

The Alaska Reads Act team indicated they are making efforts to become a true partner rather than a compliance enforcer and are seeing a growth in buy-in to the improvement process. According to DEED staff interviewees, data literacy among DRP school educators and staff has also improved markedly across participating schools, enabling educators to better understand and communicate regarding student progress. Furthermore, DEED staff interviewees indicated that interest in the Department Reading Program has grown considerably, with districts reapplying and additional schools applying to join for the 2025-2026 school year. All eligible

districts from the previous year that still qualified chose to reapply, signaling that educators see value in the program and believe it supports student learning. Applications grew substantially, suggesting that word about positive results is spreading across districts (source: DEED staff interviews conducted July 2025).

#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
VLC Expansion and Usage: As of December 2025, the VLC offers nine virtual courses spanning foundational reading instruction, coaching, leadership, and specialized programs. The VLC saw a total of 6,244 distinct course enrollments by teachers and staff, with 4,675 (74.9 percent) course completions.
A Need for Building Awareness: While 64.1 percent of district-level survey respondents were aware of the professional development offered through the VLC, awareness drops substantially at the school level (25.8 percent) and even more dramatically among educators (10.8 percent). This disparity indicates a need for enhanced outreach strategies to ensure that educators can benefit from VLC resources.
Strategic Expansion of the VLC and Enhanced Outreach: DEED expanded the Virtual Learning Consortium's offerings in 2025 by adding new administrator-focused courses and growing the library of student tools and instructional materials. DEED plans to strengthen outreach and build awareness of the VLC through targeted newsletters and presentations, positioning the platform for broader reach and impact across Alaska's education community.

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.

What courses are offered through the VLC?

The VLC offers the following nine courses as of December 2025:

1. mCLASS Calibration
2. Keys to Beginning Reading (meets Alaska Reads Act endorsement requirement)
3. Heggerty
4. University of Florida Literacy Institute (UFLI)
5. Student-Focused Coaching (SFC)
6. Science of Reading for Leaders
7. Phonics for Reading (available as of December 1, 2025)

8. Alaska Reading Playbook *(includes the following individual "modules")*
    - Comprehension – Deriving Meaning from Text
    - Fluency – The Role of Accuracy, Rate, and Expression
    - Phonics – Sounds and Symbols
    - Phonological Awareness – The Foundation for Reading Skills
    - Vocabulary – Finding Meaning in the Words We Read
9. Science of Reading for Administrators *(included the following individual "modules")*
    - Understanding the Science of Reading
    - Building Oral Language and Phonology for Administrators
    - Creating Fluent Readers for Administrators
    - Developing Vocabulary for Administrators
    - Exploring Phonics and Word Study for Administrators
    - Increasing Reading Comprehension for Administrators

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

During the 2024-2025 school year, a total of 3,328 teachers/staff had enrolled in courses offered through the VLC and 2,520 (75.7 percent) completed a course (see Table 14). As of December 3, 2025, a total of 6,244 teachers/staff have enrolled in courses offered through the VLC, and 4,675 (74.9 percent) have completed a course (see Table 15) (source: administrative data sent by DEED Reads Act team on 12/3/2025). It is important to note that educators and administrators have the option to either enroll in a full course or an individual module. Enrollment in a full course does not mean enrollment in the individual modules, therefore number enrolled and number completed are separate and distinct for both the full course and individual modules as reported in Tables 14 and 15 below.

Table 14. Enrollment and completion of courses offered through the VLC during the 2024-2025 school year (Administrative data)

Course or Module*	# Enrolled	# Completed
mCLASS Calibration	1,950	1,917
Keys to Beginning Reading (meets Alaska Reads Act endorsement requirement)	794	396
Heggerty	171	74
University of Florida Literacy Institute (UFLI)	246	96
Student-Focused Coaching (SFC)	58	25
Alaska Reading Playbook	8	0
*Comprehension – Deriving Meaning from Text	4	0
*Fluency – The Role of Accuracy, Rate, and Expression	4	0
*Phonics – Sounds and Symbols	4	0

Course or Module*	# Enrolled	# Completed
*Phonological Awareness – The Foundation for Reading Skills	4	0
*Vocabulary – Finding Meaning in the Words We Read	4	0
Science of Reading for Leaders	0	0
Science of Reading for Administrators	32	3
*Understanding the Science of Reading	9	3
*Building Oral Language and Phonology for Administrators	8	2
*Creating Fluent Readers for Administrators	9	2
*Developing Vocabulary for Administrators	9	1
*Exploring Phonics and Word Study for Administrators	7	1
*Increasing Reading Comprehension for Administrators	7	0
Phonics for Reading	-	-
Total	**3,328**	**2,520**

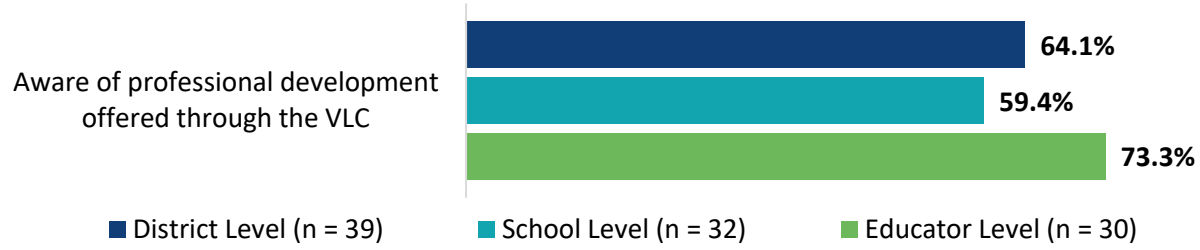
Table 15. Enrollment and completion of courses offered through the VLC in total as of December 3, 2025 (Administrative data)

Course or Module*	# Enrolled	# Completed
mCLASS Calibration	4,133	3,698
Keys to Beginning Reading (meets Alaska Reads Act endorsement requirement)	1,038	586
Heggerty	319	132
University of Florida Literacy Institute (UFLI)	337	137
Student-Focused Coaching (SFC)	74	30
Alaska Reading Playbook	33	14
*Comprehension – Deriving Meaning from Text	32	12
*Fluency – The Role of Accuracy, Rate, and Expression	14	2
*Phonics – Sounds and Symbols	21	5
*Phonological Awareness – The Foundation for Reading Skills	28	7
*Vocabulary – Finding Meaning in the Words We Read	19	3
Science of Reading for Leaders	36	11
Science of Reading for Administrators	69	21
*Understanding the Science of Reading	14	3

Course or Module*	# Enrolled	# Completed
*Building Oral Language and Phonology for Administrators	14	4
*Creating Fluent Readers for Administrators	17	3
*Developing Vocabulary for Administrators	20	4
*Exploring Phonics and Word Study for Administrators	11	1
*Increasing Reading Comprehension for Administrators	11	2
Phonics for Reading	4	0
Total	**6,244**	**4,675**

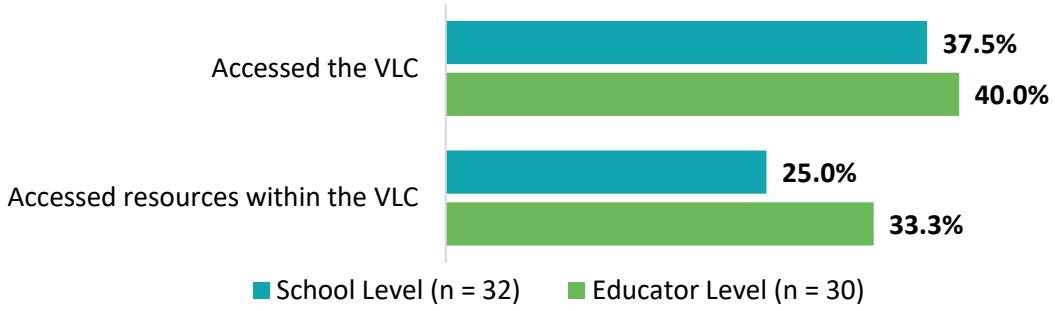
Survey respondents at the school and educator levels were asked if they were aware of the VLC. Approximately one quarter of school level respondents (25.8 percent) and less than a sixth of educator level respondents (10.8 percent) reported being aware of the VLC. Among those who reported being aware of the VLC, over half of school level respondents (59.4 percent) and almost two-thirds of educator level respondents (73.3 percent) were aware of the professional development offered through the VLC (see Figure 72). Of all district level survey respondents (n = 39), 64.1 percent were aware of the professional development offered through the VLC (see Figure 72).

Figure 72. Survey respondent awareness of the professional development offered through the VLC (Leadership & Educator Survey)



Among the survey respondents who were aware of the VLC, 37.5 percent of school level respondents and 40.0 percent of educator level respondents had accessed the VLC (see Figure 73). Furthermore, 25.0 percent of school level respondents and 33.3 percent of educator level respondents had accessed resources within the VLC.

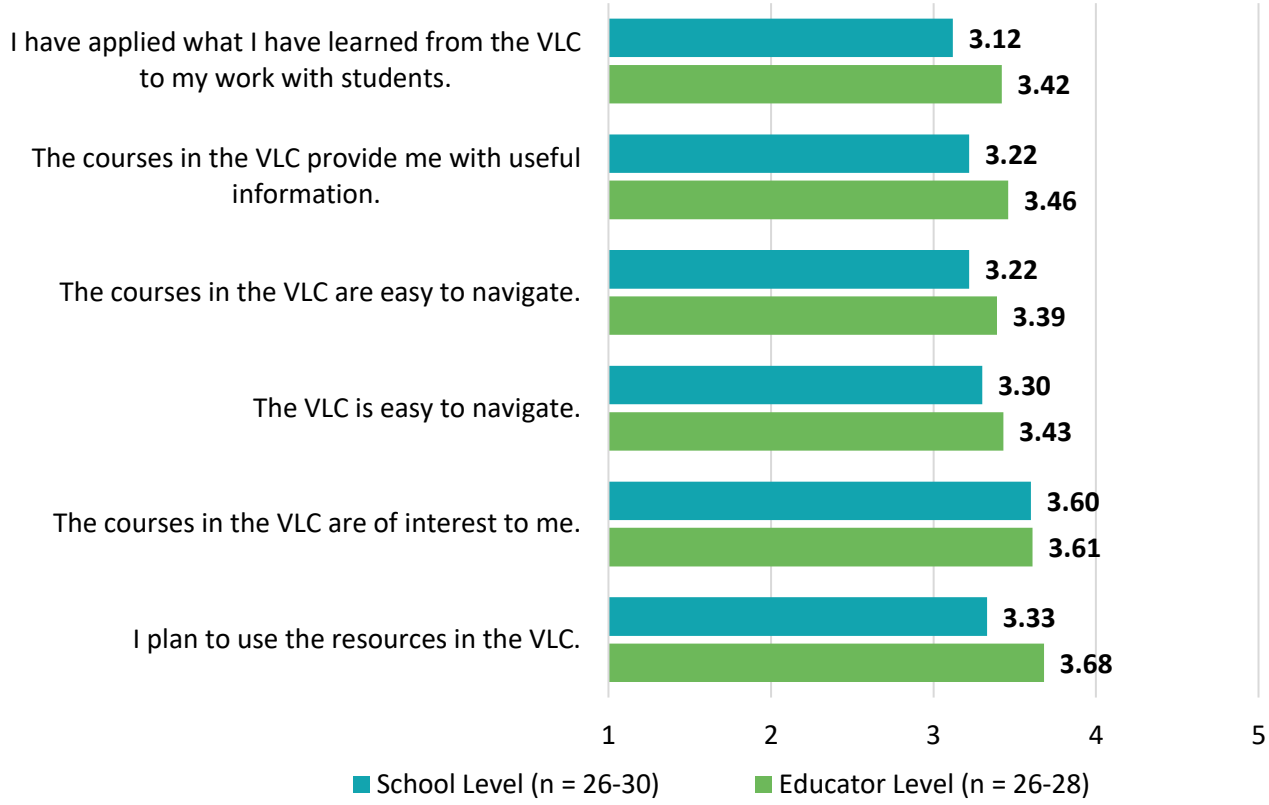
Figure 73. Percent of survey respondents who have accessed the VLC and digital resources within the VLC (Leadership & Educator Survey)



To what extent are school staff finding value in the courses and resources provided through the VLC?

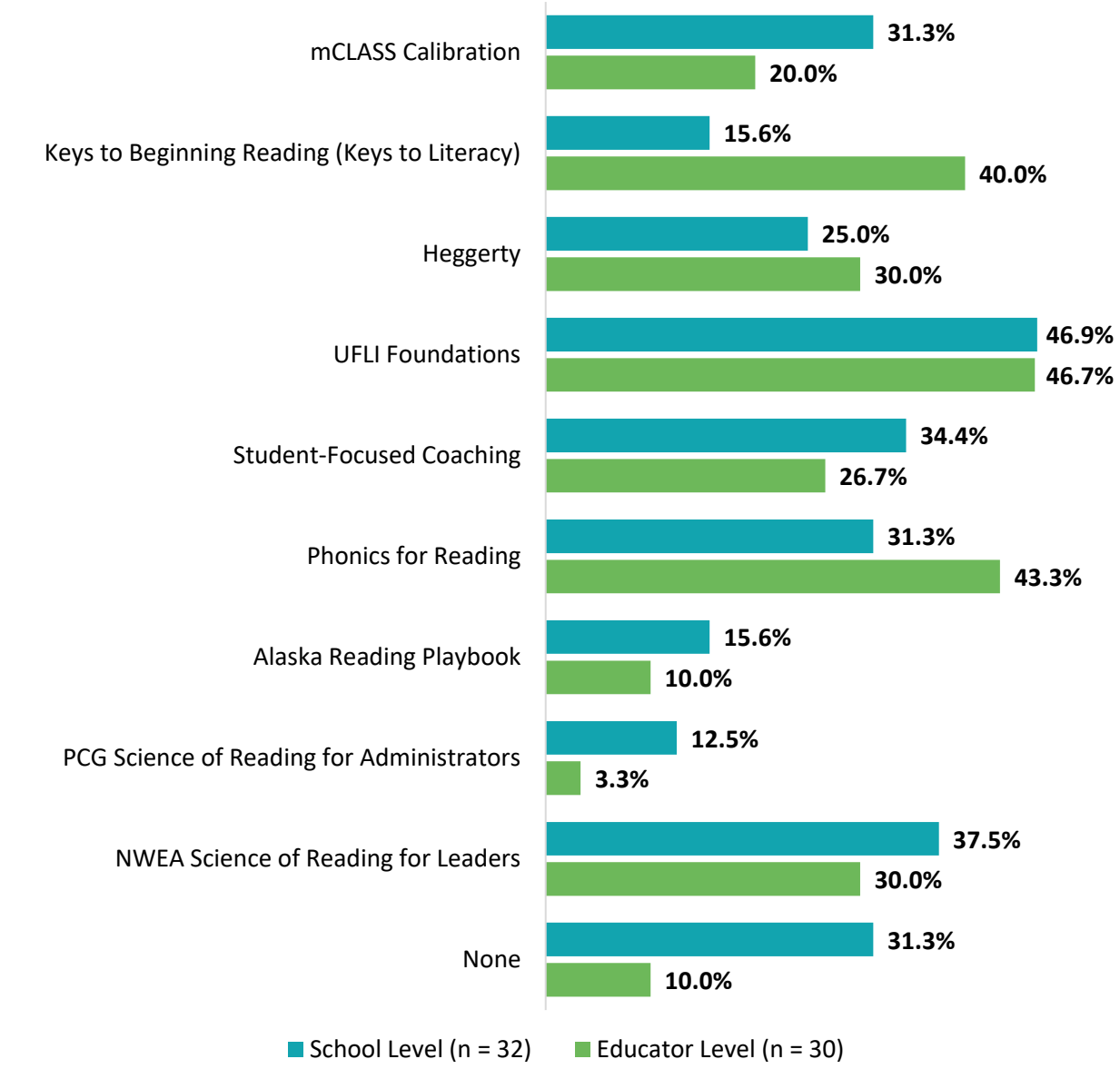
Educator level respondents rated statements about the VLC more favorably than school level respondents who tended to be more neutral. Overall, both school and educator level respondents found the VLC easy to navigate. Educator level respondents indicated that they plan to use the resources in the VLC and that courses in the VLC are of interest to them. On average, educator level respondents were neutral or agreed that they have applied what they have learned from the VLC to their work with students and that the courses in the VLC provided them with useful information (see Figure 74).

Figure 74. Level of agreement with statements about the VLC on a five-point scale (1 = Strongly Disagree; 5 = Strongly Agree) (Leadership & Educator Survey)



School level respondents who were aware of the VLC were most interested in taking the UFLI Foundations course, the NWEA Science of Reading for Leaders course, and the mClass Calibration course. Educator level respondents who were aware of the VLC were interested in taking the UFLI Foundations course, the Phonics for Reading course, and the Keys to Beginning Reading course (see Figure 75). School and educator level respondents were asked what additional training topics would be beneficial to offer through the VLC with suggestions including coaching for teachers, cultural sensitivity and integration of culture, arts, and music, Rewards training, ELL reading, and how to catch up from absenteeism.

Figure 75. Survey respondent interest in VLC courses; select all that apply (Leadership & Educator Survey)



What supports did districts or DEED provide for educators engaging in the VLC?

Awareness remains the primary obstacle. Many educators engage with the VLC only when pursuing required endorsements, missing the broader resource library. The challenge is determining how to effectively reach everyone. Currently, newsletters announce new VLC additions, but readership varies. When courses connect to compliance requirements, engagement is high; beyond that, engagement is growing incrementally as awareness grows (source: DEED staff interviews conducted July 2025).

The Alaska Reads Act team plans to present "site tours" for superintendents by walking through the website rather than simply describing it, allowing visibility into available pathways and resources. Building a statewide catalog for student courses requires careful attention to vetting processes, standards alignment, credit transfer protocols, and teacher-of-record designation. These complex issues represent ongoing work (source: DEED staff interviews conducted July 2025).

Almost a quarter of district level respondents (23.1 percent) indicated that they have a virtual program in their district and 21.8 percent tentatively had a virtual program in their district (see Figure 76). When asked if they had the resources and desire to provide virtual courses to other districts, four district respondents (11.4 percent) selected "yes" and four (11.4 percent) responded "tentatively" (see figure 77).

Figure 76. Percent of districts with a virtual program (Leadership & Educator Survey)

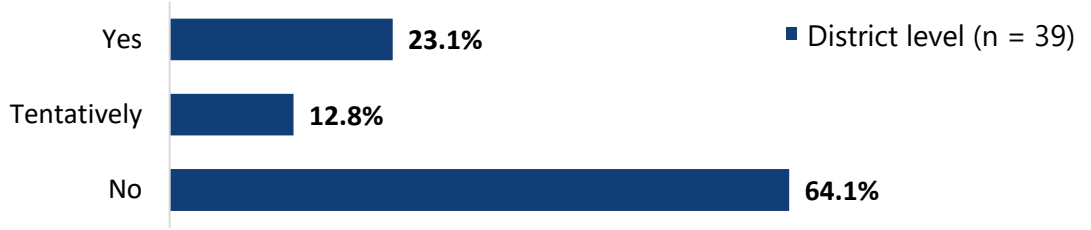


Figure 77. Percent of districts that indicated they have the resources and desire to provide virtual courses to other districts (Leadership & Educator Survey)

How frequently are students accessing virtual intensive reading intervention services through the VLC?

Future data collection efforts will address this research question starting in Year 3.

What are educators' perceptions of the VLC on student learning?

Future administration of the Leadership & Educator survey will address this question starting in Year 3.

Progress & Impact

According to DEED staff interviews, in 2025, the VLC expanded its professional development offerings to include administrator-specific courses, student resources, and materials for professional learning communities. The Alaska Reads Act team is continuing to update and develop new content based on participant feedback. Recent course launches include the Alaska Reading Playbook course, the Science of Reading courses for both administrators and leaders, as well as updated reading intervention and calibration courses. The VLC also expanded it student resources including virtual courses, online tutoring, and an online library (source: DEED staff interviews conducted in July 2025).

Looking Forward

Over the coming year, the Alaska Reads Act team plans to expand professional development offerings, establish formal vetting mechanisms for student courses, and increase outreach through newsletters and presentations. DEED staff interviewees shared their goal is to have a robust, clearly communicated catalog of courses that districts can adopt for both educator professional learning and student course enrollment that align with the Alaska Reads Act standards (source: DEED staff interviews conducted in July 2025).

#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
Expanding Early Education Program Reach: DEED awarded grant funds to seven district grantees in 2023 and added two additional grantees in 2024, bringing the total to nine Early Education Program grantees. Across these nine programs, approximately 359 students were enrolled in Spring 2025, representing a substantial increase of 261 students from the prior school year. This growth demonstrates the expanding capacity of early literacy support for Alaska's youngest learners.
Early Education Lead Teacher Endorsements: As of October 2025, a total of 62 lead educators received the Alaska Reads Act Early Education Lead Teacher endorsement across the nine Early Education Program grantees and three EEP standards approved programs. This growing group of specially trained educators strengthens the foundation for high-quality, evidence-based early literacy instruction in prekindergarten classrooms statewide.
Literacy Growth Among Early Education Students: Among students who completed the Teaching Strategies GOLD assessment, the number of EEP grantee students meeting or exceeding proficiency in literacy increased by 43.9 percentage points from Fall 2024 to Spring 2025, consistent with the previous school year's growth of 41.7 percentage points. This sustained pattern of notable within-year improvement demonstrates that early education programming is effectively supporting foundational literacy development during this critical learning period.

The Alaska Reads Act directed DEED to establish the Early Education Programs (EEP) 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. As of December 2025, three school districts including Anchorage School District, Skagway School District, and Valdez School District were approved as meeting the Early Education Program standards.

Which science of reading trainings are lead early education teachers participating in?

A total of eight teachers/staff at the Pre-K level (n = 8) completed the Leadership & Educator Survey. Of the eight respondents, four had not yet started the science of reading coursework, one had passed the required exam in place of coursework, one had started the science of reading coursework, and one had completed the science of reading coursework. Of the three survey respondents who had started or completed coursework, two participated in the Keys to Beginning Reading and one participated in Language Essentials for Teachers of Reading and Spelling (LETRS) (source: Leadership & Educator Survey administered April 22-June 2, 2025).

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 nine Early Education Program grantees and three districts meeting EEP standards 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 October 2025, a total of 62 lead educators received the Alaska Reads Act Early Education Lead teacher endorsement across all Early Education Programs (source: Endorsement data sent on 10/7/2025).

Student Learning Outcomes

The findings presented below are based on data for the nine EEP grant funded programs[12] including Denali Borough School District, Alaska Gateway School District, Galena City School District, Northwest Arctic Borough School District, Hydaburg City School District, Iditarod Area School District, Kake City School District, Kuspuk School District, and Lower Kuskokwim School District.

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

The total number of students enrolled at EEP grant funded sites increased from 98 total students in Spring 2024 to 359 total students in Spring 2025 (see Table 16) (source: email from DEED Early Education Program staff sent on 12/18/2025).

[12] Kake City School District was not able to administer the TS GOLD assessment in Fall 2024 and Alaska Gateway School District was not able to administer the TS GOLD assessment in Spring 2025 and are therefore not included within the TS GOLD findings for those timepoints.

Table 16. Student enrollment in the 2024-2025 school year (Literacy outcome data)

	Spring 2024	Spring 2025
Number of EEP students enrolled	n = 98	n = 359

How do student literacy outcomes change over time for students who receive early education (Pre-K)?

All EEP 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 2024-2025 school year, 41.0 percent of EEP students (n = 147/359) had a completed TS GOLD assessment in the fall, and 44.0 percent of all EEP students (n = 158/359) had a completed TS GOLD assessment in the spring. A total of 128 EEP students had a completed assessment at both fall and spring time points during the 2024-2025 school year.

Among all early education students with a TS GOLD assessment in fall, 58.5 percent (n = 86) were below proficient in literacy, and 41.5 percent (n = 61) met or exceeded proficiency in literacy (see Table 17). Among all early education students with a completed TS GOLD assessment in the spring, only 14.6 percent (n = 23) were below proficient in literacy, and 85.4 percent (n = 135) met or exceeded proficiency in literacy. The rate of early education students meeting or exceeding proficiency in literacy increased by 43.9 percentage points from fall to spring, indicating a notable increase in literacy proficiency among early education students throughout the 2024-2025 school year. This finding is similar to the 2023-2024 school year in which EEP grantees and EEP approved programs saw the rate of early education students meeting or exceeding proficiency in literacy increase by 41.7 percentage points from fall to spring.

Table 17. Literacy proficiency levels of all Early Education Program students in fall and spring (Literacy outcome data)

	Fall 2024 (n = 147)	Spring 2025 (n = 158)
% Below Proficiency	58.5% (n = 86)	14.6% (n = 23)
% Met or Exceeded Proficiency	41.5% (n = 61)	85.4% (n = 135)

When looking at the Early Education Program students who completed the TS GOLD assessment at both fall and spring time points (n = 128), in fall, 57.0 percent (n = 73) were below proficient in literacy, and 43.0 percent (n = 55) met or exceeded proficiency in literacy (see Table 18). In

spring, only 10.9 percent (n = 14) were below proficient in literacy, and 89.1 percent (n = 114) met or exceeded proficiency in literacy. The total number of EEP students meeting or exceeding proficiency in literacy increased by 46.1 percentage points, indicating a notable increase in literacy proficiency among early education students throughout the 2024-2025 school year. This finding exceeds the percentage increase (38.5 percentage points) of the prior 2023-2024 school year.

Table 18. Literacy proficiency levels of Early Education Program students who completed the TS GOLD at both timepoints from fall to spring (Literacy outcome data)

	Fall 2024 (n = 128)	Spring 2025 (n = 128)
% Below Proficiency	57.0% (n = 73)	10.9% (n = 14)
% Met or Exceeded Proficiency	43.0% (n = 55)	89.1% (n = 114)

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

This research question has not yet been addressed. AK STAR data will become available in 2028 for EEP students who were enrolled in an EEP program in the 2023-2024 school year, which will serve as the baseline to compare to future years.

Progress & Impact

Despite funding constraints, grantees have made steady progress implementing early education standards in Year 2 of the Alaska Reads Act (source: Annual DEED staff interviews conducted in July 2025). Monthly webinars, office hours, coaching through Learn & Grow, conference supports, and practical tools like standards-aligned workbooks help districts build observation-based assessment systems and quality improvement processes. A comprehensive workbook framed around EEP standards serves as the foundation for check-ins. Districts also receive support through Alaska's Learn & Grow quality recognition system, which provides coaching, communities of practice, and training resources. District awareness has grown regarding what constitutes high-quality preschool education and how developmental domains connect to later reading success. Data literacy among district personnel has also improved as programs have shifted from initial technical assistance and training into analyzing data to drive improvement (source: Annual DEED staff interviews conducted in July 2025).

A challenge faced by DEED involves misunderstanding the EEP's purpose within the Alaska Reads Act, according to DEED staff. Initial pressure to focus grant funding solely on reading overlooked that supporting young children to become good readers requires strong overall developmental skills across all domains. This has required ongoing education about how comprehensive early childhood development supports reading (source: Annual DEED staff interviews conducted in July 2025).

Looking Forward

Revised EEP standards submitted for approval aim to be more holistic and less checklist-oriented, providing better support while maintaining quality. Resources and exemplars will continue being developed, with emphasis on sharing materials across districts and differentiating supports for new programs versus experienced ones. According to DEED staff, early education represents the most upstream intervention point for reading success, preventing later struggles rather than attempting to remediate them once children reach elementary grades. As the Alaska Reads Act continues and more years of data accumulate, connections between early childhood outcomes and later achievement will become visible (source: Annual DEED staff interviews conducted in July 2025).

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.

- Survey findings from educator level respondents responsible for implementing reading instruction at the K-3 level demonstrated strong educator confidence and commitment to science of reading practices, with over three-quarters of respondents (88.5 percent) feeling moderately to very confident applying the knowledge and skills gained from the science of reading coursework in intervention settings and nearly all (92.2 percent) perceiving these methods as equally or more effective than other literacy instruction approaches. The vast majority of educator respondents (92.2 percent) report commitment to implementing evidence-based practices, and most (84.7 percent) believe their application has positively impacted student literacy outcomes. These findings demonstrate strong educator buy-in to the science of reading, suggesting future efforts should shift toward ensuring adequate supports and resources for implementation fidelity.

- The Alaska Reads Act literacy initiative demonstrated measurable progress in the 2024-2025 school year, with student outcomes showing encouraging signs of early intervention efforts. Nearly two in five K-3 students who initially scored below proficient in Fall 2024 achieved proficiency by Spring 2025, representing an improvement from the previous year. The rate of third grade students progressing with a waiver also decreased slightly compared to the previous year, and other student outcome indicators similarly reflected positive trends. As the Alaska Reads Act initiative continues to mature, the hope will be to see even greater gains year after year.

- The Department Reading Program's personalized support model appears to resonate strongly with participating schools. Education specialists partnered directly with schools to translate district plans into site-specific improvement plans and provided targeted coaching on professional learning communities, progress monitoring, and data-driven instruction. Schools valued this hands-on, practical support and requested expanded offerings such as early-year classroom modeling, weekly coaching sessions, and enhanced guidance on data utilization and cross-content literacy integration. Notably, all eligible districts chose to

reapply and interest from new schools has grown considerably, suggesting participants perceive tangible value in the intensive support approach. As demand increases, maintaining the personalized, relationship-based model while meeting requests for more frequent touchpoints will be critical to preserving program quality and impact.

- While nearly three-quarters of enrolled educators (74.9 percent) have completed courses and participants report finding the content useful and applicable to their work with students, awareness of the VLC remains notably low among those it is designed to serve. Only about one in ten educator level respondents reported knowing about the VLC, and awareness among school leaders was similarly limited at roughly one in four. This gap is concerning given that some educators and school leaders cited costs and limited course options as barriers to meeting literacy requirements, despite free VLC courses being available for the Alaska Reads Act endorsement. Enhanced outreach and communication efforts could help bridge this awareness gap and ensure all educators across the state can benefit from the free courses and resources available to them through the VLC.

- The Early Education Program has demonstrated substantial growth in reach and shows encouraging early literacy outcomes during its second year. Student enrollment in grant-funded programs increased from 98 students in Spring 2024 to 359 students in Spring 2025, reflecting expanded access to early education in underserved areas. Students showed meaningful literacy gains throughout the year, with the percentage meeting or exceeding proficiency increasing by 46.1 percentage points from fall to spring among those assessed at both time points, surpassing the prior year's growth of 38.5 percentage points. Comprehensive implementation supports including monthly webinars, coaching through Learn & Grow, and technical assistance for observation-based assessment systems have helped grantees build capacity and transition from initial setup toward using data to drive continuous improvement. As the program matures, it appears well positioned to serve as an early intervention point for reading success.

Appendices

Appendix A. Alaska Reads Act Logic Model

Alaska Reads Act Logic Model

INPUTS

ALL
- AK Reads Act guidelines

DRIP
- Science of Reading training offerings
- DIBELS 8 (or alternative literacy screener)
- MTSS Plan template/guidelines
- IRIP Plan template/guidelines

DRP
- Reading Specialists, PD, reading intervention materials
- Opportunity for bottom 25% of schools to apply for supports
- Funding for schools

VLC
- Virtual Platform
- EdgePoint Learning support
- Purchase/development of courses
- Virtual Reading Specialists

EEP
- Opportunity for Districts to apply for additional supports
- Funding for Districts
- Screener & TS GOLD Assessment

Acronym Legend

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
ISRIP – Intensive School Reading Improvement Plan

ACTIVITIES

DRIP
- 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
- DRP schools receive direct support and intervention services provided by DEED Reading Specialists
- Support with ISRIP development
- Participate in PD and utilize reading intervention materials

VLC
- 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
- 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

OUTPUTS

DRIP
- 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
- Number of schools receiving direct support and intervention services provided from Reading Specialists
- ISRIPs developed for each school
- Number of school staff trained from PD
- Number of school staff utilizing reading intervention materials

VLC
- 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
- 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

OUTCOMES

DRIP - DRP - VLC - EEP
- 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

Note: Outcome with "*" will not be measured as part of the evaluation.

IMPACT

- **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. Additional Leadership & Educator Survey Findings

DRIP/MTSS Implementation

Table 19. Roles involved in the annual revision of DRIP/MTSS plans; select all that apply (Leadership & Educator Survey) (District level)

Roles	District Level (n = 40)
District-level staff involved with curriculum, instruction, assessment, or school improvement	72.5%
Building leaders	65.0%
School-level staff with instructional coaching responsibilities	57.5%
Teachers	40.0%
The Superintendent	37.5%
AK DEED's Primary Contact	35.0%
Other	7.5%

Table 20. Ways districts provide opportunities for teachers to meet to make K-3 instructional decisions; select all that apply (Leadership & Educator Survey) (District level)

Ways to Meet	District Level (n = 40)
Mentorship or Peer Coaching	67.5%
Other	65.0%
Common Planning Time	60.0%
Professional Learning Communities (PLCs)	57.5%
Online Collaboration Platforms	10.0%
Not Applicable	2.5%

Table 21. Frequency of meetings between district leaders and school leaders/teachers to discuss K-3 literacy instructional decisions (Leadership & Educator Survey) (District level)

Meeting Frequency	District Level (n = 40)
More than once a week	7.5%
Weekly	15.0%
Monthly	35.0%
Twice a month	12.5%
Once per grading period	10.0%
Yearly	7.5%
Other	12.5%

Table 22. Frequency of meetings between school leaders and teachers to discuss K-3 literacy instructional decisions (Leadership & Educator Survey) (School level)

Meeting Frequency	School Level (n = 130)
More than once a week	5.4%
Weekly	20.0%
Monthly	30.0%
Twice a month	15.4%
Once per grading period	16.9%
Yearly	2.3%
Other	10.0%

Table 23. Frequency of meetings between teachers and other teachers or school staff to make K-3 literacy instructional decision (Leadership & Educator Survey) (Educator level)

Meeting Frequency	Educator Level (n = 270)
More than once a week	8.1%
Weekly	31.9%
Monthly	15.2%
Twice a month	4.4%
Once per grading period	23.0%
Yearly	4.8%
Other	9.3%
Not applicable to my role	3.3%

Table 24. The roles providing K-3 interventions across all districts/schools; select all that apply (Leadership & Educator Survey)

Tier 2 Intervention Type	District Level (n = 40)	School Level (n = 130)
Current teachers with no additional pay	95.0%	83.8%
Paraprofessionals	72.5%	65.4%
Staff hired only for interventions	40.0%	27.7%
Other	17.5%	9.2%
Volunteers	12.5%	10.0%
Current teachers with additional pay	10.0%	21.5%
Parents/Guardians	5.0%	6.2%
Outside Vendors	2.5%	1.5%

Table 25. Reading interventions used in districts/schools for Tier 2 (targeted) interventions; select all that apply (Leadership & Educator Survey)

Tier 2 Intervention Type	District Level (n = 40)	School Level (n = 130)
Peer-Assisted Learning Strategies*	100%	-

Tier 2 Intervention Type	District Level (n = 40)	School Level (n = 130)
UFLI Foundations (University of Florida Literacy Institute)	75.0%	63.8%
mCLASS Intervention Kits	70.0%	45.4%
Heggerty	60.0%	73.1%
Boost Reading	37.5%	50.0%
Phonics for Reading	32.5%	35.4%
Other	30.0%	19.2%
Read Naturally (Read Naturally)	17.5%	17.7%
SIPPS (Center for Collaborative Classroom)	10.0%	13.8%
Phonics Lesson Library (95% Group)	7.5%	3.1%
Phonological Awareness Lessons (95% Group)	5.0%	6.2%
Saxon Phonics (HMH)	5.0%	3.1%
Seeing Stars (Lindamood Bell)	5.0%	2.3%
Reading Horizons Discovery (Reading Horizons)	5.0%	0.8%
S.P.I.R.E. (EPS/School Specialty, Inc.)	5.0%	0.8%
Fundations (Wilson Language Training)	2.5%	1.5%
Language for Learning (McGraw Hill)	2.5%	0.8%
Reading Mastery (McGraw Hill)	2.5%	6.9%
Sonday System (Winsor Learning)	2.5%	2.3%
Corrective Reading (McGraw Hill)	0.0%	5.4%
Early Interventions in Reading (McGraw Hill)	0.0%	3.8%
Phonics Chip Kits (95% Group)	0.0%	0.8%
Vocabulary Surge (95% Group)	0.0%	0.8%
Wilson Reading System (Wilson Language Training)	0.0%	0.8%
Language for Thinking (McGraw Hill)	0.0%	0.0%
Read Well (Voyager Sopris)	0.0%	0.0%
Voyager Passport (Voyager Sopris)	0.0%	0.0%
PALS (Vanderbilt University)*	-	-

**Responses were not collected for these items due to survey error.*

Table 26. Reading interventions used in districts/schools for Tier 3 (intensive) interventions; select all that apply (Leadership & Educator Survey)

Tier 3 Intervention Type	District Level (n = 40)	School Level (n = 130)
UFLI Foundations (University of Florida Literacy Institute)	70.0%	56.2%
mCLASS Intervention Kits	62.5%	40.8%
Heggerty	55.0%	60.0%
Phonics for Reading	32.5%	26.2%
Boost Reading	30.0%	39.2%
Other	27.5%	17.7%
Read Naturally (Read Naturally)	15.0%	13.8%
SIPPS (Center for Collaborative Classroom)	15.0%	6.9%
Corrective Reading (McGraw Hill)	10.0%	11.5%
Language for Learning (McGraw Hill)	7.5%	0.8%
Phonics Lesson Library (95% Group)	7.5%	3.1%
Phonological Awareness Lessons (95% Group)	7.5%	4.6%
Seeing Stars (Lindamood Bell)	7.5%	3.1%
S.P.I.R.E. (EPS/School Specialty, Inc.)	7.5%	0.8%
Reading Mastery (McGraw Hill)	5.0%	12.3%
Language for Thinking (McGraw Hill)	5.0%	0.0%
Sonday System (Winsor Learning)	5.0%	3.1%
Phonics Chip Kits (95% Group)	2.5%	0.8%
Fundations (Wilson Language Training)	2.5%	0.8%
Read Well (Voyager Sopris)	2.5%	1.5%
Saxon Phonics (HMH)	2.5%	3.1%
Vocabulary Surge (95% Group)	2.5%	0.8%
Early Interventions in Reading (McGraw Hill)	0.0%	2.3%
Reading Horizons Discovery (Reading Horizons)	0.0%	0.0%
Voyager Passport (Voyager Sopris)	0.0%	0.0%
Wilson Reading System (Wilson Language Training)	0.0%	0.0%
Peer-Assisted Learning Strategies*	0.0%	-
PALS (Vanderbilt University)*	-	-

**Responses were not collected for these items due to survey error.*

Table 27. Who districts have worked with to provide training for K-3 reading instruction to staff; select all that apply (Leadership & Educator Survey) (District level)

Training Providers	District Level (n = 40)
School Staff (Instructional Coaches, Curriculum Coordinators, etc.)	72.5%
AK DEED	55.0%
Coaches/trainers from core curriculum vendors	52.5%
Alaska Staff Development Network (ASDN)	37.5%
Educational consultants / content area experts	32.5%
Other	17.5%
College or university faculty/staff	7.5%

Table 28. Frequency of training provided on K-3 core reading and intervention curricula (Leadership & Educator Survey) (District level)

Frequency of Training	District Level (n = 40)
Weekly	5.0%
Monthly	12.5%
Once per grading period	12.5%
Yearly	37.5%
Never	0.0%
Other	32.5%

Table 29. How districts are communicating with staff about the content of the K-3 DRIP/MTSS Plan; select all that apply (Leadership & Educator Survey) (District level)

Method of Communication	District Level (n = 40)
Staff meetings	82.5%
Professional development sessions	70.0%
Email	57.5%
Other	10.0%
School newsletters	5.0%

Table 30. Frequency of district communication with teachers regarding Alaska Reads Act initiatives (Leadership & Educator Survey) (District level)

Frequency of Communication	District Level (n = 40)
More than once per week	0.0%
Weekly	10.0%
Monthly	52.5%
Once per grading period	10.0%
Yearly	15.0%
Other	12.5%

Table 31. Frequency of district communication received by school and educator level respondents (Leadership & Educator Survey)

Frequency of Communication	School Level (n = 130)	Educator Level (n = 261)
More than once a week	3.8%	1.1%
Weekly	9.2%	5.4%
Monthly	46.9%	29.5%
Once per grading period	13.8%	24.9%
Yearly	15.4%	22.2%
Never	1.5%	8.0%
Other	9.2%	8.8%

Table 32. Educator perspective on school communication frequency about the DRIP/MTSS plan during 2024-2025 school year (Leadership & Educator Survey) (Educator level)

Frequency of Communication	Educator Level (n = 261)
More than once a week	2.7%
Weekly	19.5%
Monthly	33.7%
Once per grading period	19.5%
Yearly	14.2%
Never	3.8%
Other	6.5%

Science of Reading

Table 33. School leaders' estimate of the total percentage of their school's K-3 teachers that have completed the science of reading coursework for the Alaska Reads Act endorsement (Leadership & Educator Survey) (School level)

Estimated Completion Rate of Coursework	School Level (n = 128)
Between 0%-25%	5.5%
Between 26%-50%	7.0%
Between 51-75%	10.2%
Between 76%-100%	71.1%
I'm not sure	6.3%

Individual Reading Improvement Plans

Table 34. Frequency that teachers and staff are provided with district-sponsored professional development on K-3 literacy instruction (Leadership & Educator Survey) (District level)

Frequency of PD	District Level (n = 40)
Three or more times each year	62.5%
Twice each year	20.0%
Once each year	17.5%
Never	0.0%

Table 35. Educators' top three reading intervention resources used in their work with students (Leadership & Educator Survey) (Educator level)

Top Three Reading Intervention Resources	Educator Level (n = 270)
UFLI Foundations (University of Florida Literacy Institute)	59.3%
Heggerty	54.1%
Boost Reading	43.3%
mCLASS Intervention Kits	32.6%
Other	17.4%
Phonics for Reading	17.4%
Read Naturally (Read Naturally)	10.4%
Phonological Awareness Lessons (95% Group)	5.6%
Early Interventions in Reading (McGraw Hill)	3.3%
Corrective Reading (McGraw Hill)	2.2%
Seeing Stars (Lindamood Bell)	2.2%
Reading Mastery (McGraw Hill)	2.2%
SIPPS (Center for Collaborative Classroom)	1.9%
Language for Learning (McGraw Hill)	1.5%
Saxon Phonics (HMH)	1.5%
Sonday System (Winsor Learning)	1.1%
Phonics Lesson Library (95% Group)	0.7%
Phonics Chip Kits (95% Group)	0.4%
Language for Thinking (McGraw Hill)	0.4%
Reading Horizons Discovery (Reading Horizons)	0.4%
S.P.I.R.E. (EPS/School Speciality, Inc.)	0.4%
Peer-Assisted Learning Strategies	0.0%
Vocabulary Surge (95% Group)	0.0%
Voyager Passport (Voyager Sopris)	0.0%
Wilson Reading System (Wilson Language Training)	0.0%
Fundations (Wilson Language Training)	0.0%

Top Three Reading Intervention Resources	Educator Level (n = 270)
Read Well (Voyager Sopris)	0.0%
PALS (Vanderbilt University)*	-

**Due to survey error, responses were not collected for these items.*

Family Engagement

Table 36. Percent of districts that provide guidance for K-3 teachers on how to share information about the Alaska Reads Act with parents/guardians (Leadership & Educator Survey) (District level)

Guidance for K-3 Teachers	District Level (n = 40)
Yes	87.5%
No	5.0%
I'm not sure	7.5%

Table 37. How districts communicate with families about the Alaska Reads Act; select all that apply (Leadership & Educator Survey) (District level)

Methods of Communication	District Level (n = 40)
Informal sharing of information	77.5%
Short memos or documents	72.5%
Website	42.5%
Trainings for family members	40.0%
Other	35.0%
Social media	25.0%

Table 38. Channels of communication districts use to communicate about Alaska Reads Act initiatives with parents/guardians; select all that apply (Leadership & Educator Survey) (District level)

Channels of Communication	District Level (n = 40)
Parent/guardian-teacher conferences	92.5%
Email	47.5%
School newsletters	40.0%
Social media platforms (e.g., district Facebook page)	40.0%
Parent/guardian workshops or seminars	22.5%
Automated phone calls or text messages	17.5%
Other	17.5%

Table 39. Where districts direct parents/guardians who are seeking information about the Alaska Reads Act; select all that apply (Leadership & Educator Survey) (District level)

Information Locations	District Level (n = 40)
DEED's website	85.0%
Online resources provided by DEED	50.0%
School/district website	35.0%
Online resources provided by the district	22.5%
Other	15.0%

Table 40. Frequency of communication with parents/guardians regarding Alaska Reads Act initiatives (Leadership & Educator Survey) (District level)

Frequency of Communication	District Level (n = 40)
More than once per week	0.0%
Weekly	0.0%
Monthly	30.0%
Once per grading period	32.5%
Yearly	20.0%
Never	2.5%
Other	15.0%

Summer Programming and Support

Table 41. Who will provide summer reading instruction across districts; select all that apply (Leadership & Educator Survey) (District level)

Roles	District Level (n = 40)
Current teachers with additional pay	75.0%
Paraprofessionals	45.0%
Parents/Guardians	25.0%
Other	20.0%
Outside vendors	10.0%
Staff hired only for intervention	7.5%
Volunteers	2.5%
Current teachers with no additional pay	0.0%

Table 42. District leaders' confidence that summer instruction is aligned with students' IRIPs (Leadership & Educator Survey) (District level)

Confidence Level	District Level (n = 40)
Not at all Confident	7.5%

Confidence Level	District Level (n = 40)
Somewhat Confident	32.5%
Moderately Confident	22.5%
Very Confident	37.5%

Table 43. Ways districts monitor IRIP intervention during summer instruction; select all that apply (Leadership & Educator Survey) (District level)

Monitoring Methods	District Level (n = 40)
Other	42.5%
Lesson plan review	40.0%
Site administrator checks fidelity	37.5%
DRIP/MTSS team checks fidelity	30.0%

Table 44. Types of reading intervention during summer hours of instruction; select all that apply (Leadership & Educator Survey) (District level)

Reading Intervention Type	District Level (n = 40)
Other	52.5%
UFLI Foundations (University of Florida Literacy Institute)	50.0%
mCLASS Intervention Kits	45.0%
Heggerty	42.5%
Boost Reading	30.0%
Phonics for Reading	17.5%
Read Naturally (Read Naturally)	12.5%
Phonological Awareness Lessons (95% Group)	7.5%
SIPPS (Center for Collaborative Classroom)	7.5%
Phonics Chip Kits (95% Group)	5.0%
Fundations (Wilson Language Training)	2.5%
Phonics Lesson Library (95% Group)	2.5%
Reading Mastery (McGraw Hill)	2.5%
Seeing Stars (Lindamood Bell)	2.5%
Sonday System (Winsor Learning)	2.5%
S.P.I.R.E. (EPS/School Speciality, Inc.)	2.5%
Vocabulary Surge (95% Group)	2.5%
Language for Learning (McGraw Hill)	0.0%
Language for Thinking (McGraw Hill)	0.0%
Peer-Assisted Learning Strategies	0.0%
Corrective Reading (McGraw Hill)	0.0%
Early Interventions in Reading (McGraw Hill)	0.0%
Read Well (Voyager Sopris)	0.0%

Reading Intervention Type	District Level (n = 40)
Reading Horizons Discovery (Reading Horizons)	0.0%
Saxon Phonics (HMH)	0.0%
Voyager Passport (Voyager Sopris)	0.0%
Wilson Reading System (Wilson Language Training)	0.0%
PALS (Vanderbilt University)*	-

**Responses were not collected for these items due to survey error.*

Table 45. Type of summer reading curriculum (Leadership & Educator Survey) (District level)

Type of summer reading curriculum	District Level (n = 40)
Continuation of school-year reading curriculum	42.5%
Other	27.5%
Repetition of the school-year reading curriculum	17.5%
New curricular materials that students have not used previously	12.5%

Table 46. Ways districts are encouraging attendance during the summer learning opportunities; select all that apply (Leadership & Educator Survey) (District level)

Attendance Encouragement	District Level (n = 40)
Discuss the opportunity directly with parents/guardians	82.5%
Include enrichment activities	60.0%
Include food for participants	55.0%
Include recreational activities, rewards, or prizes	52.5%
Offer transportation	20.0%
Other	15.0%