



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

STARS
Reading Curriculum
and
Professional Development
Report

August 2026

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DEADLINE – OCTOBER 1, 2026

A Professional Development report must be submitted to the STARS portal for each elementary building (K-3).

This includes public, private, and BIE elementary buildings.

See the exemption information below.

REPORT OVERVIEW

1. PROFESSIONAL DEVELOPMENT

- a. Summary of the training status of all K-3 teachers and principals. (Required)
- b. Narrative Response. (Optional)
- c. Tracking Spreadsheet Upload. (Required)

2. CURRICULUM

- a. List core and supplemental materials used at each grade level K-3. (Required)
- b. List intervention materials used at each grade level K-3. (Required)

3. ASSESSMENT

- a. List interim assessments used to diagnose reading development and comprehension at each K-3 grade level. (Required)
- b. List the dyslexia screener used to diagnose reading development and comprehension at each K-3 grade level. (Required)

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- ❖ Each K-3 building is required to submit this report annually by October 1.
 - ❖ The Professional Development spreadsheet should be viewed as a living, local document.
 - ❖ Annual updates should be maintained for the next reporting cycle.
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All schools will receive a one-, two-, or three-year report approval upon review.

Schools with a report due will see data entry charts in the main area and a due date in the report status window.

Schools in non-reporting years will see "Not Applicable" in the status window and a "Report Again" message in the report body.

EXAMPLE of non-reporting year message:

Report again in October 2028

The school's 2025-2026 STARS Reading Curriculum and Professional Development Report has been reviewed and approved for three years. Based on the information submitted, the school must submit its next report by October 1, 2028.

1. PROFESSIONAL DEVELOPMENT

- A. Summary of the training status (Required) of all K-3 teachers and principals as of October 1, 2026. The summary chart provides an overview of the school's staff process toward becoming fully trained in the required components. The nine boxes outlined in yellow below are editable for entering totals. The remaining numbers will automatically calculate when the document is saved. The data must be updated to reflect the 2026-2027 staff training status as of October 1, 2026. This includes adding new hires from the last report and deleting educators no longer at the building. Only enter boxes highlighted in yellow. All other numbers will automatically fill.

	Total Number In Building	Number That Have Completed Training	Number That Are Engaged In Ongoing Training	Number That Are Not Yet Trained	Total Complete	Total Ongoing	Total Not Trained
K-3 Principals	1	1	0	0	100.00 %	0.00 %	0.00 %
K-3 Teachers Of Reading	5	4	1	0	80.00 %	20.00 %	0.00 %
K-3 Teachers Of Other Content	7	5	2	0	71.43 %	28.57 %	0.00 %
K-3 Staff Total	0	10	3	0	76.92 %	23.08 %	0.00 %

Schools leaving this section blank can expect to receive one year of approval or a request to resubmit the report.

Role Definitions

Principals – This includes principals and assistant principals who oversee reading instruction content and implementation.

K-3 teachers of reading – Any teacher responsible for reading instruction or intervention. This includes classroom, special education, reading specialist roles, EL, and any others with reading instruction assignments.

K-3 teachers of other content (content specialists) – This includes any teachers of K-3 students in the building with an assignment that does not include direct reading instruction. These are content specialists, such as music, art, physical education, or other subjects.

Training Definitions

Completed – Count all staff fully trained in all seven required components.

Ongoing – Count all staff currently engaged in training who will require time beyond October 1, 2026, to complete all seven required components fully.

Not trained – Count all staff not engaged in training by October 1, 2026. NOTE: A planned training that has not begun is considered "not trained." However, an explanation may be entered in the optional narrative box to provide an overview of the compliance plan.

Required Training Content

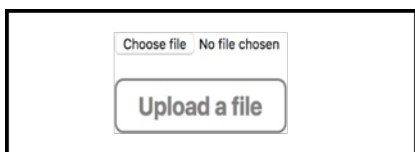
Seven specific topics must be covered in appropriate depth, breadth, and content for the currently assigned K-3 role.

1. Scientifically-, research-, and evidence-based instruction
2. Explicit and systematic instruction
3. Phonemic Awareness
4. Phonics
5. Fluency
6. Vocabulary
7. Comprehension

- B. Narrative Response (Optional) The response box provides an opportunity to clarify compliance status with NDCC 15.1-21-12.1. Only use this box if clarification is necessary. Excessive narrative is discouraged.

(Optional) Upload a [Professional Development Justification](#) document. A school that has provided local training that meets the requirements of the law may upload a file.

- C. **(Required) Upload Professional Development Tracking Spreadsheet**



NOTE: The North Dakota Department of Public Instruction endorses long-term, embedded professional learning and is, therefore, examining the report for evidence of training prioritization of role-appropriate training.

NDDPI provides a [PD Tracking Template](#) for convenience, but a building may develop and utilize its own spreadsheet design that includes the following details for each K-3 principal and teacher:

- First and Last name of teacher/principal, teaching assignment (reading instruction responsibility or teacher of other content).
- Training status (completed, ongoing, or not trained). Must be trained in all seven required elements to be marked complete: 1. science-based theory of reading; 2. systematic, direct instruction; 3. phonemic awareness; 4. phonics; 5. vocabulary; 6. fluency; and 7. comprehension.
- Name of training attended, provider of training, dates of training. If training is ongoing, the projected end date should be entered.
- Plans for training if "not trained."

(Optional) Upload a Professional Development Justification document. A school that has provided local training to meet the law's requirements may upload evidence, as explained in the document [Professional Development Justification](#) for 15.1-21-12.1. Note that a spreadsheet accounting for each individual staff member must still be submitted.

2. CURRICULUM

A. Core and Supplemental Curriculum (Required) Select "Add Core Curriculum."

[+ Add Core Curriculum](#)
(No Core Curriculum has been added)

This will display a list of core and supplemental curricula options. Select each item used in your building that comprises the core curriculum. You must enter one item at a time and complete the grade level information, save, and then continue to the next resource you would like to add.

Curriculum Detail			
Enter one curriculum at a time and select all grade information that applies to this curriculum.			
Curriculum:	[Select] ▼		
Grades:	Kindergarten: ☐	Grade 1: ☐	Grade 2: ☐
			Grade 3: ☐
Select 'save' to enter. After hitting 'save', return to the report section or add another curriculum.			

Report Curriculum Dropdown List

Curriculum Dropdown
95% Group Core Phonics by 95% Group (K-5)(WR)
Art and Letters by Great Minds (K-8)(LC)
Bookworms by Open-Up Resources (K-5)(FC)
Core Knowledge Language Arts (CKLA) by Amplify (Pre-5)(FC)
EL Education by Open-Up Resources (K-5)(FC)
Emerge! 2026 by McGraw Hill (K-5)(CR)
Enhanced Core Reading Instruction (ECRI) for phonemic awareness and fluency (K-2)(WR)
Magnetic Reading foundations by Curriculum Associates (K-2)(WR)
Open Court by McGraw Hill (K-5)(FC)
Really Great Reading by really Great Reading (K-5)(WR)
Success For All (K-8)(FC)
SuperKids by Zaner-Bloser (K-2)(FC)
UFLI Foundations 2022 by University of Florida Literacy Institute for phonemic awareness, phonics, and fluency. (K-2)(WR)
Wit & Wisdom 2023 for vocabulary and comprehension by Great Minds (K-5)(LC)

If the curriculum used in your building does not appear on the list, enter the name and grade levels in the text box provided. If you would like to provide additional information to demonstrate how your curriculum meets the law, you may offer a concise explanation in the text box.

Are you using other Core materials not on this list for reading instruction?
☒ No
☐ Yes
If yes, please provide the names of the other Core materials and grade levels.

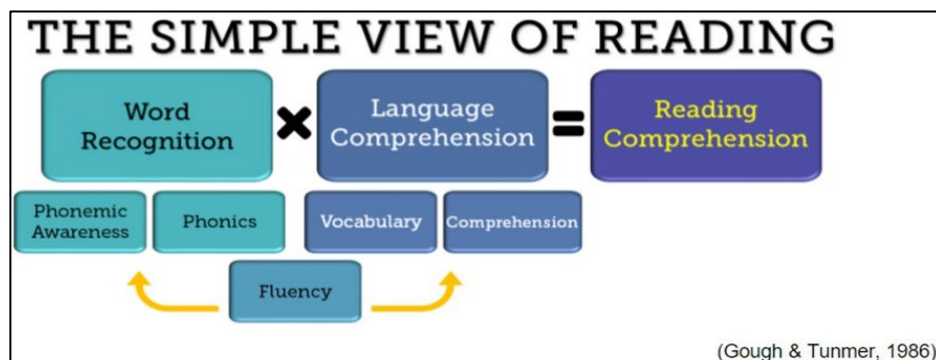
- B. Intervention Curriculum (Required) Select "Add Intervention Curriculum," select from the list, identify grade level, and repeat until all resources have been added for all grades K-3.

[+ Add Intervention Curriculum](#)
(No Intervention Curriculum has been added)

Intervention Drop Down
Comprehensions: Teacher's Guide and manipulatives 2011 by 95% group (3-6)(WR)
Corrective Reading Decoding & Comprehension 2008 by McGraw Hill (3-12)(FC)
Lindamood Phoneme Sequencing (LIPS) by Gander Publishing (K-3)(WR)
Path to Reading Excellence in School Sites (PRESS 2018)by MN Center for Reading Research (K-5)(WR)
Phonics for Reading 2024 by Curriculum Associates (3-12)(WR)
RAV-O by Nido Learning (1-5)(WR)
Reading Mastery Transformations 2021 by McGraw Hill (PreK-5)(FC)
Readsters Phonics by Readsters (K-3)(WR)
S.P.I.R.E. 4th Editions with S.P.I.R.E. Sound Sensible 2024) (K-8)(WR)
SIPPS by Collaborative Classroom (K-12)(WR)
Sound Partners by Voyager Sopris (K-3)(WR)
Story Champs 2.0 by Language Dynamics Group (PreK-2)(LC)
Word Connections 2022 by University of Texas at Austin (3-5+)(WR)
Word Flight 2023 by Foundations in Learning (2-8)(WR)

Curriculum Definitions

- **Core** - The universal instructional materials selected by the district for grade-level instruction in reading. This is the primary instruction that all students receive. It should represent all components named in the law which comprise a complete curriculum. The State reviewers are looking for demonstrations of materials which complete the Simple View of Reading formula.



- **Supplemental** - Additional instructional resources used to fill primary, core instructional curriculum gaps. These materials generally support all students as core instruction. (Examples: an additional vocabulary program or a phonemic awareness program to supplement a weakness in the core curriculum.) In general, independent practice materials are not considered supplemental. A supplement to the core must primarily be instructed in one or more of the five core areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension, to build a well-rounded core curriculum.
- **Intervention** - Curricular materials address tier two and tier three interventions in reading instruction. The State reviewers look for evidence of planned approaches to address a variety of student reading development needs. Intervention alignment with core instruction is valid and may be discussed in the narrative box. Lengthy entries are discouraged.

3. ASSESSMENT

- A. Interim Assessment (Required) Select the primary interim assessments used to monitor student performance and provide responsive instruction for each K-3 grade level. Next, use the checkboxes to indicate the grade levels assessed.

Enter one assessment at a time and select all grade information that applies to this assessment.

Assessment:	[Select]	
Grades:	[Select]	Grade 3: ☐

Select 'save' to enter. After hitting 's

Curriculum Associates, LLC – i-Ready	
Edmentum – Exact Path	
NDA+Interim	
NWEA – MAP Growth	
NWEA – MAP Reading Fluency	
Pearson – aimswebPlus	
Renaissance Learning Inc. – FastBridge	
Renaissance Learning, Inc. – Star CBM	

If you use an assessment not on the list, enter the name and grade levels in the text box provided.

Are you using other assessments not on this list for interim evaluation?

☐ No

☒ Yes

If yes, please provide the name(s) of the other Interim assessment(s) and grade levels.

- B. Dyslexia Screener (Required) Select the name of the dyslexia screener used and the grade levels assessed.

Enter one assessment at a time and select all grade information that applies to this assessment.

Assessment:	[Select]	
Grades:	[Select]	Grade 3: ☐

Select 'save' to enter. After hitting 's'

- Amira Learning – Amira
- Amplify Education, Inc. - mClass Dibels 8th Edition
- Curriculum Associates, LLC – i-Ready
- Lexia Voyager Sopris – Acadience
- NWEA Houghton Mifflin Harcourt - MAP Reading Fluency
- Pearson - aimswebPlus
- Renaissance Learning Inc. – FastBridge
- Renaissance Learning, Inc. - Star CBM
- Riverside Insights - easyCBM

If the screener you use is not on the list, enter it in the text box provided.

Are you using other assessments not on this list for dyslexia screening?

☒ No
☐ Yes

If yes, please provide the name(s) of the other Dyslexia Screener assessment(s) and grade levels.

Additional Resources:

- [North Dakota Science of Reading Webpage](#)
- [Guidance Document and FAQ](#)
- [Report Webinars](#)