

# Curriculum & PD Report Response to Scores

December 18, 2024

# Agenda



## Overview

ND Century Code  
General report  
information

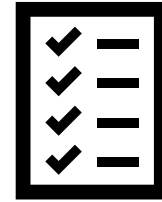


## Report Review

Professional Development

- Report Format
- Compliance/Implementation

Curriculum  
Assessment



## Report Response

Professional Development  
Curriculum  
Assessment

# Format Notes

We are recording

General Questions

School Specific Questions

# NDCC 15.1-21-12.1 Reading curriculum - Content - Professional development - Reports to legislative management.

1. Beginning July 1, 2022, each school district and nonpublic school shall ensure the portion of its **curriculum** which is related to reading:
  - a. Is scientifically based, evidence based, and research based;
  - b. Focuses on: (1) Phonemic awareness; (2) Phonics; (3) Fluency; (4) Vocabulary; and (5) Comprehension; and
  - c. Uses systematic direct instruction for students in kindergarten through grade three to ensure all students obtain necessary early reading skills

# NDCC 15.1-21-12.1 Reading curriculum - Content - Professional development - Reports to legislative management.

2. Before the 2022-23 school year, each teacher who teaches kindergarten through grade three at a school district or nonpublic school, and each principal of a public or nonpublic school with kindergarten through grade three, shall attend teacher approved, **professional development** training that includes training in the topics provided under subsection 1.

# NDCC 15.1-21-12.1 Reading curriculum - Content - Professional development - Reports to legislative management.

3. Each teacher or principal hired...shall complete training...within one year of placement in the grade level.
4. Has integrated reading instruments used to diagnose reading development and comprehension; and **(Assessment)**  
Has integrated evidence-based resources to support reading development and comprehension **(Curriculum and Intervention)**
5. Provide assistance to schools to maintain compliance
6. Monitor implementation and compliance
7. Provide reports to the legislature.

# General Comments

Each annual report stands alone on current information

We are not rereviewing, but we are troubleshooting and are happy to meet with you about your report details.

Previously unsubmitted reports will be reviewed.

Missing information is just that – it did not appear on the report.



# Where to see Years Approved

## STARS Report



# STARS

State Automated Reporting System

## Reading Curriculum Content and Professional Development 2024 - 2025

**Status:**  
SUBMITTED  
9/24/2024  
by [REDACTED]

**Approval Status:**  
Approved 12/11/2024  
by Brenda Ehrmantraut for 2  
years.

### Sections

Reading Curriculum Content  
and Professional Development


### Main Contact

Contact: Brenda Ehrmantraut  
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# Where to see Years Approved


## NDDPI Website Report Due Dates



NORTH DAKOTA DEPARTMENT OF  
PUBLIC INSTRUCTION



Search This Website



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+

Adult Education & GED

+

Early Childhood

+

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Federal Title

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Science of Reading

Annual Report

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Reading Curriculum & Professional Development

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Reading Curriculum & PD Annual Report

By October 1 each year, North Dakota K-3 public and nonpublic elementary schools will report to NDDPI what training they have approved for individual teachers and principals and what curriculum and assessments are in use.

Join one of the following upcoming webinars hosted by the NDDPI and NDREAs to:

- Learn about the report review and the next-due date assignments
- Understand what steps the school can take to achieve a three-year reporting assignment
  - December 18, 2024, at 9:00 a.m.
    - [Join the meeting](#) 
  - January 16, 2025, at 1:00 p.m.
    - [Join the meeting](#) 

Guidance for Using the STARS Platform to Complete the Report

- [District Superintendent Help Guide for Granting Access to STARS Report Submission](#) 
- [Reading Curriculum Report Guidance](#)  Updated August 2024

Reporting Due Dates by Building

- [Public School Reading Curriculum & PD STARS Report Due Dates](#)  Updated 12.12.24
- [Nonpublic School Reading Curriculum & PD STARS Report Due Dates](#)  Updated 12.12.24

# Where to see Years Approved

NDDPI  
Website  
Report Due  
Dates

## Public School Reading Curriculum & PD STARS Report Due Dates

District	School	Next Report Due
Alexander 2	Alexander Public School	2025
Anamoose 14	Anamoose Elementary School	2026
Apple Creek 39	Apple Creek School	2025
Ashley 9	Ashley Public School	2025
Barnes County North 7	Barnes County North Public School	2025
Beach 3	Beach K-12 Virtual Academy	2025
Beach 3	Lincoln Elementary School	2026
Belcourt 7	Turtle Mountain Community Elementary School	2026
Belfield 13	Belfield Public School	2025
Beulah 27	Beulah Elementary School	2025
Billings Co 1	DeMores Elementary School	2025
Billings Co 1	Prairie Elementary School	2025
Bismarck 1	Bismarck K-5 Virtual Academy	2025
Bismarck 1	Centennial Elementary School	2025

# Years Approved 1, 2, or 3

## What does it mean?

Three categories each were assigned a 1, 2, or 3

The lowest of the three numbers is the next reporting year.

Professional Development  
Curriculum and Intervention  
Assessment

1. Incomplete information. Unaligned evidence.
2. General picture of implementation is acceptable, but format of submitted details needs correction. Strong plans are submitted (for PD or Curriculum Review) but enough is left to complete that a check on progress in two years is necessary.
3. Details and format provided a satisfactory picture of implementation that is aligned with the law.

# Professional Development Review

Chart  
Spreadsheet

Compliance or Implementation Issues

# PD Chart

## Reading Curriculum Content and Professional Development

Each elementary building will submit a report.

Professional Development							
Please enter the NDCC 15.1-21-12.1 aligned reading instruction training status for each principal and teacher in the correct column.							
	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	5	0	0	100.00 %	0.00 %	0.00 %
K-3 Teachers Of Other Content	2	0	0	2	0.00 %	0.00 %	100.00 %
K-3 Staff Total	8	6	0	2	75.00 %	0.00 %	25.00 %
Optional: Enter information regarding prioritization of professional development for all staff.							
<div></div>							
Uploaded Files							

# Spreadsheet Upload

	A	B	C	D	E	F	G	H
1	<b>ND K-3 Educator and Principal Reading Professional Development Tracking Sheet</b>							
2	<b>Building</b>		<b>District</b>		<b>Year</b>			
3	Enter school here		Enter district here		Current school year			
4								
5	<b>Last Name</b>	<b>First Name</b>	<b>Position</b> <small>Click in cell for dropdown menu</small>	<b>Course</b> <small>Click in cell for dropdown menu If course is not listed, select "other" and provide an uploaded document that clearly demonstrates alignment with ND law.</small>	<b>Status</b> <small>Click for dropdown menu</small>	<b>Local Evidence on File</b> <small>Click in cell for dropdown menu</small>	<b>Date Completed</b>	<b>Met Requirement</b> <small>Click for Dropdown</small>
6	EXAMPLE	Person	kindergarten teacher	LETRS I (Units 1-4)	Completed	Transcript with Course and Passing Grade	4/19/2022	Yes
7								
8								
9								
10								
11								
12								
13								
14								
15								



# PD Red Flags

Any staff who have not completed trainings

Teachers of reading – critical

Teachers of other – short course

Principals – leader-based knowledge

Report details

No spreadsheet

Mismatch between the summary chart and the spreadsheet details

Local PD agendas or grouped pd plans (everyone will..., everyone did...)

Individual certificates or records uploaded

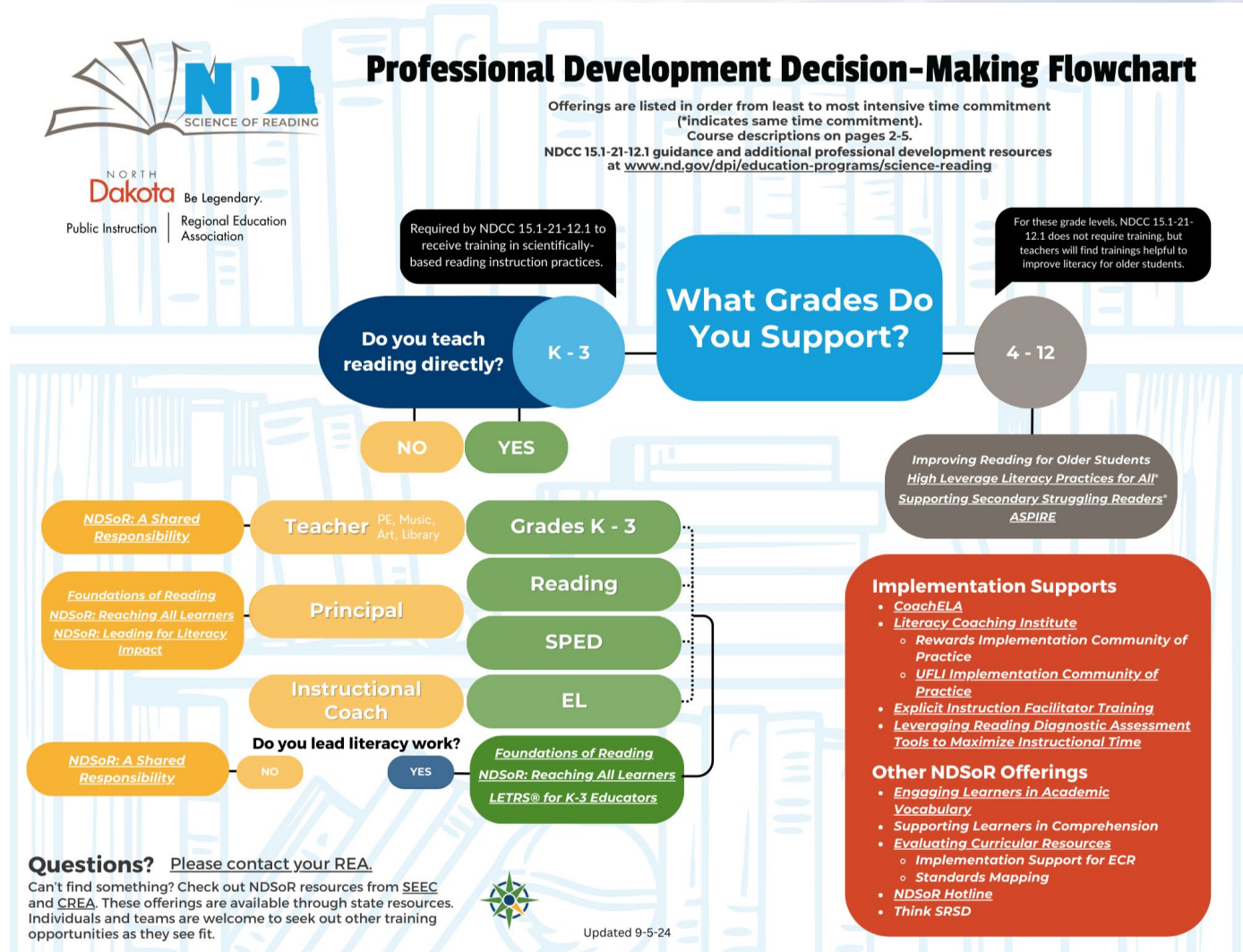
Unknown, unexplained training (either contrary practices or curriculum company presentations.)



# Professional Development Support

Things to consider:

- needs/fit
- time
- cost



# Questions?



# Curriculum Review – Core & Intervention Dropdown Menu

## 2. CURRICULUM

- A. Core and Supplemental Curriculum (Required) Select "Add Core Curriculum". This will display a list of core and supplemental curricula options. Select each curriculum used in your building.

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

Curriculum:	[Select]
Grades:	[Select]

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

95% Group Core Phonics by 95% Group for phonemic awareness and phonics. (K-5)

Antra by Houghton Mifflin Harcourt for phonemic awareness, phonics, and fluency (K-5)

Bookworms by Open-Up Resources (K-5)

Core Knowledge Language Arts (CKLA) by Amplify (Pre-5)

EL Education by Open-Up Resources (K-5)

Enhanced Core Reading Instruction (ECRI) for phonemic awareness and phonics fluency (K-2)

Geodes by Great Minds for fluency (K-2)

Magnetic Reading Foundations by Curriculum Associates (K-2)

Open Court by McGraw Hill (K-5)

Peer Assisted Learning Strategy (PALS) Reading by Lynn and Doug Fuchs/Vanderbilt (K-2)

Really Great Reading by Really Great Reading (K-5)

SuperKids by Zaner-Bloser (K-2)

UFLLI Foundations 2022 by University of Florida Literacy Institute for phonemic awareness, phonics, and fluency. (K-2)

Vocabulary Surge: Unleashing the Power of Words by 95% Group for vocabulary (2-8)

Wit & Wisdom 2023 for vocabulary and comprehension by Great Minds (K-5)

Wit and Wisdom and Geodes by Great Minds (K-5)

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

Curriculum:	[Select]			
Grades:	Kindergarten: <input type="checkbox"/>	Grade 1: <input type="checkbox"/>	Grade 2: <input type="checkbox"/>	Grade 3: <input type="checkbox"/>

# Curriculum Review – Core & Intervention Not on List

If the curriculum used in your building does not appear on the list, enter the name and grade levels in the text box provided.

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.

# Curriculum Review - Intervention

B. Intervention Curriculum (Required) Select "Add Intervention Curriculum" and repeat the same process of selecting from the list and identifying grade levels.

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

Curriculum:	[Select]	
Grades:	[Select]	Grade 3: <input type="checkbox"/>

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

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

# Curriculum Support

## North Dakota Science of Reading

### Curriculum Materials Considerations for North Dakota Schools

#### How to Use this Guide

This Guide was developed to support school districts in making informed investments in evidence-based curriculum materials. Please note the following considerations while using this tool:

- There is no perfect curriculum.
- The first and most important step in aligning a system to the science of reading is to build educator and administrator knowledge. Without professional knowledge about reading instruction related to the science of reading, even the most robust curriculum material(s) will not lead to maximum gains in student learning.
- This Guide is not a comprehensive review of all curriculum materials, nor should it be used in isolation. Rather, this Guide is intended to serve as a part of a comprehensive process including a gap analysis that includes documentation of the current system, including curriculum materials, as well as assessment and instructional practices.
- The Guide is a living document based on the ND SOR Leadership Team's research and experiences working with school districts, partners, and emerging evidence. It will be updated and changed over time. Please note the date published in the bottom right corner.

#### Table of Contents

The Guide is organized into the following six sections:

<a href="#">Section 1</a>	Introduction to the Science of Reading (SOR)
<a href="#">Section 2</a>	Leading and Making Curriculum Materials Decisions
<a href="#">Section 3</a>	Curriculum Material Types
<a href="#">Section 4</a>	Core & Supplemental Material Recommendations
<a href="#">Section 5</a>	Intervention Material Recommendations
<a href="#">Section 6</a>	Resources for Further Investigation

### Contrary to Research-based Practices

- Three-cueing systems
- Running records
- Miscue analysis
- Balanced literacy models
- Guided reading
- Reading Workshop
- Leveled texts
- Embedded/implicit phonics
- Leveled Reading Assessments such as Developmental Reading Assessment (DRA), Benchmark Assessment System (BAS), Informal Reading Inventory (IRI), or Qualitative Reading Inventory (QRI)



# Questions?





# Assessment Review

Pass/fail

Requirements - Interim

- Approved list

Requirements – Dyslexia Screener




- Approved list

# Assessment Support

Resources for  
assessment tools on the  
approved list for  
dyslexia screeners  
coming - Fall 2024

National Center on  
**INTENSIVE INTERVENTION**  
at the American Institutes for Research®

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Intervention ▾Training ▾Special  
Topics ▾Resource  
by Audience ▾News  
& Events


## Academic Screening Tools Chart

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.


**The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation.** All tools that meet the criteria for review are posted on the chart, regardless of results. The chart represents all tools that were reviewed, not those that were “approved.”


Last updated: January 2024. [Click here for a brief summary of the new and improved tools we’ve released.](#)


View Chart Resources


  
Print Current Chart View


**Legend**

 Convincing evidence

 Partially convincing evidence

 Unconvincing evidence

 Data unavailable

 Disaggregated data available

**FILTER RESULTS**

**Subject**

☒ Reading

☐ Mathematics

**Grade**

☐ Pre-K

☒ Elementary (K-5)

☐ Middle School (6-8)

☐ High School (9-12)

Apply Filters

Show Advanced Filters

Clear Filters




Compare Tools


Reset Chart

Classification Accuracy

Technical Standards

Usability Features

All	Title	Area	Grade	Classification Accuracy Fall	Classification Accuracy Winter	Classification Accuracy Spring
<input type="checkbox"/>	Acadience Reading K-6 (aka DIBELS Next)	Composite Score	Kindergarten			

NORTH DAKOTA DEPARTMENT OF  
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# Questions?

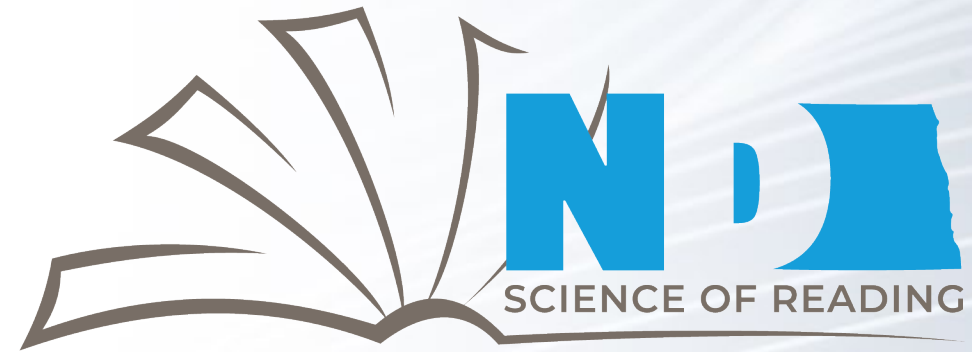


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## Local REA Representatives for Science of Reading

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CREA – Lyndsi Engstrom  
SEEC – Kerri Whipple