

# North Dakota Department of Public Instruction

*K-12 Needs Assessment  
Spring 2018*



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## Introduction

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The North Dakota Department of Public Instruction (NDDPI) received a Striving Readers Comprehensive Literacy (SRCL) Grant in 2017 from the U.S. Department of Education. To prepare for the grant, NDDPI contacted the North Central Comprehensive Center (NCCC) to assist in creating and analyzing a needs assessment for early childhood and K-12 educators. The purpose of the needs assessments was to provide NDDPI with a statewide view about literacy in early education programs, schools, and districts; how literacy aligns with the *North Dakota Comprehensive State Literacy Plan*; and what resources the educators need to implement literacy successfully within their programs, schools, and districts.

The following report summarizes the results from the Spring 2018 K-12 Needs Assessment. Findings from the Spring 2018 Early Education Programs Needs Assessment can be found in a complementary report.

The survey administration window was January 22 – February 5, 2018. NDDPI sent the survey link to K-12 educators. Specific topics addressed by the survey included: (1) general background information about the survey participant; (2) professional development; (3) program curricula and assessment; (4) alignment to state literacy goals; (5) kindergarten readiness assessment; and (6) needs and resources. The concluding section of the report summarizes the survey results from each section.

## Methods and Analysis

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NDDPI sent the survey link to 773 K-12 educators. Following is a detailed description of the survey as well as a brief explanation of the procedures used for data analyses.

### Surveys

NCCC created the survey in the online survey program Qualtrics and generated a unique survey link. See Appendix A for a Word version of the survey. NDDPI forwarded the link to 773 K-12 educators. A total of 365 survey responses were received for a response rate of 47%.

The purpose of the survey was to provide NDDPI staff information about literacy within K-12 districts and schools throughout the state. Topics included: (1) general background information about the survey participant; (2) professional development; (3) program curricula and assessment; (4) alignment to state literacy goals; (5) kindergarten readiness assessment; and (6) needs and resources. A brief summary of each section is included in the conclusion of the report.

### Data Analysis

NCCC staff imported numerical data from the survey into SPSS, a statistical analysis software package, and calculated descriptive statistics, such as frequencies and measures of central tendency (i.e., means) and dispersion (i.e., standard deviations). It is important to note that not every person answered each question, and that missing data were not included in the survey responses. For example, if only 100 people answered a question, the analysis was conducted only for the 100 responses, not for the entire population of 365. This approach was taken based on the assumption that some people who took the survey may not work directly in a classroom and chose not to answer the question. By eliminating the missing data, only those that answered the question are being counted in the analysis. Response numbers for each question are included in the analysis.

## Findings

The next part of the report includes findings from the survey. Findings are organized by survey section: (1) general background information about the survey participant; (2) professional development; (3) program curricula and assessment; (4) alignment to state literacy goals; (5) kindergarten readiness assessment; and (6) needs and resources. The conclusion of the report summarizes the results from each section.

### Section I: General Background Information

The first section of the ND SRCL K-12 Needs Assessment asked survey participants to answer questions about their current teaching position, educational attainment, and views on literacy. Specific questions asked what district they worked in (see Appendix B); their title(s); highest level of educational attainment; grade level(s) in which they teach; whether they work with special education students or English Learners (ELs); and their views on literacy. Table 1 shows the title(s) that the survey respondents currently have within their districts or schools.

**Table 1. Title**

What is your title? Please select all that apply. (N = 298)	N	Percentage
Principal	71	23.8%
Assistant Principal	3	1.0%
Teacher	129	43.3%
Paraprofessional	2	0.7%
Coach	13	4.4%
Title I Specialist	70	23.5%
Supplemental Teacher	2	0.7%
Strategist	15	5.0%
Related Service Provider (please specify): See Table 2 for a listing of “other” specifications	12	4.0%
Other (please specify): See Table 3 for a listing of “other” specifications	33	11.1%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Of the 298 K-12 North Dakota educators who responded to this question, over 40 percent (43%) said they were **teachers**. Almost a quarter (24%) indicated they were a **principal** while approximately another quarter (24%) reported they were **Title I specialists**. Small percentages of the respondents described their titles as the following: (1) **assistant principal** (1%); **paraprofessional** (1%); **coach** (4%); **supplemental teacher** (1%); and **strategist** (5%).

Eleven percent of the respondents indicated they had “**other**” titles and 4% said they were a **related service provider**. If respondents selected **related service provider** or “**other**”, they were asked to specify their title, as shown in Table 2 for **related services providers** and Table 3 for “**other**.”

**Table 2. “Related Service Provider” Titles**

What is your title? Responses to “Related Service Provider” Option. (N = 12 written responses)
Assistant superintendent
English Language Learner (ELL)
English as a Second Language
Librarian
Regional Education Association
Special Education (N = 2)
Special Education Teacher
Speech/Language Pathologist (N = 2)
Teacher of the visually impaired
Title I coordinator

**Related service providers** included a variety of positions. Three of the respondents indicated they worked in **special education**, two worked with **ELLs**, and two were **speech/language pathologists**. Other **related service providers** included an **assistant superintendent**; a **librarian**; a **teacher of the visually impaired**, and a **Title I coordinator**. Another person indicated that he or she worked with the **Regional Education Association**.

**Table 3. “Other” Titles**

What is your title? Responses to “Other” Option. (N = 32 written responses)
504
Assistant superintendent (N = 2)
Career Technical Education (CTE) director
Cultural coordinator
Dean of Students
Director
EL coordinator/EL teacher (N = 2)
ELL
High School Special Education Specialist
Interventionist
K-12 librarian
Librarian (N = 5)
Principal designee
Reading specialist
Remedial reading teacher
Special education teacher
Special education and counselor
Special education/EL
Superintendent (N = 6)

What is your title? Responses to “Other” Option. (N = 32 written responses)
Teacher of the visually impaired
Title I teacher/Elementary teacher/reading interventionist

The “other” written responses included a variety of educational positions. Several respondents (N = 5) reported they were **librarians** while six survey respondents said they were **superintendents**. Two of the North Dakota educators who responded to the survey indicated they were **assistant superintendents**. Other positions included a **504 worker; CTE director; cultural coordinator; dean of students; director; EL coordinator/teacher; high school special education strategist; interventionist; principal designee; reading specialist; remedial reading teacher; special education teacher and counselor; teacher of the visually impaired; and a Title I teacher/elementary teacher/reading interventionist**.

The next question on the survey asked respondents to select their highest level of educational attainment. Results are shown in Table 4 below.

**Table 4. Highest Level of Educational Attainment**

What is your highest level of educational attainment? (N = 298)	N	Percentage
High school diploma	1	0.3%
Bachelor’s degree	144	48.3%
Master’s degree	139	46.6%
Doctorate	8	2.7%
Other (please specify):		
<ul style="list-style-type: none"> <li>• Education specialist (N = 4)</li> <li>• Graduate certificate in Native American Studies from Montana State</li> <li>• Specialist in Education Leadership</li> </ul>	6	2.0%

Note: Due to rounding, percentages may not add up to 100.

Most of the survey respondents (95%) had either a **bachelor’s degree** (48%) or a **master’s degree** (47%). Eight educators (3%) held **doctorates** while one person reported a **high school diploma** as his/her **highest degree** (1%) attained. There were six “other” responses. Four of those included having an **education specialist degree** while one was a **specialist in education leadership**. Another respondent indicated they had received a **graduate certificate in Native American Studies**.

To learn more about the survey respondents, the next question asked them to select all the grade level(s) that they teach. Table 5 shows the number of survey respondents who teach in each grade level.

**Table 5. Grade Level(s) Taught by Survey Respondents**

What grade level(s) do you teach? Select all that apply. (N = 290)	N	Percentage
Kindergarten	111	38.3%
First	122	42.1%
Second	123	42.4%
Third	115	39.7%
Fourth	107	36.9%
Fifth	100	34.5%
Sixth	86	29.7%
Seventh	65	22.4%
Eighth	68	23.4%
Ninth	54	18.6%
Tenth	56	19.3%
Eleventh	57	19.7%
Twelfth	59	20.3%
Other (please specify): See Table 6 for a listing of “other” specifications	61	21.0%

Note. Respondents could choose more than one option so percentages may not add up to 100.

At least one hundred educators who responded to the survey taught in the following grade levels: **first** (42%); **second** (42%); **third** (40%); **fourth** (37%); **kindergarten** (38%); or **fifth** (35%). Between 65 and 86 teachers taught middle schools grades: **sixth** (30%); **eighth** (23%); and **seventh** (22%). The following percentage of respondents reported they worked in high school grade levels: **twelfth** (20%); **eleventh** (20%); **tenth** (19%); and **ninth** (19%). It is important to note that the survey respondents were asked to select **all** grade levels in which they worked so some teachers may have reported that they teach in multiple grades. Another 61 respondents selected “**other**” as their response. Table 6 shows the written “**other**” responses.

**Table 6. “Other” Grade Level Responses**

What grade level(s) do you teach? Responses to “other” option. (N = 57 written responses)
Administrator (e.g., assistant principal, principal, superintendent, work in administration) (N = 36)
15 years elementary level, 17 higher education
18-21
As a literacy/Title I coordinator, I work with all levels directly.
College
Dual credit college (N = 2)
I supervise grades K-6
K-12 Librarian (N = 3)
K-12
K-6 building
None

What grade level(s) do you teach? Responses to “other” option. (N = 57 written responses)
PreK – 5 School
PreK
Special Education
Support teachers at these grade levels
Title I Grades 1-6
Title reading
We provide professional development for our regional schools.
Work with grades 3-6

Thirty-six “**other**” respondents related to an **administration position**. Some of the written responses only said “**admin**” while others **specified principal** or **assistant principal**. No more than three respondents described any other position. It also should be noted that some of the respondents simply wrote which grade level(s) they worked with (e.g., K-12 or “work with grades 3-6”). Because it was not clear if the person worked with those grade levels as a teacher, support person, or as an administrator, they were listed individually in Table 6.

The next two questions asked respondents to indicate if they worked with special education students (see Table 7) or English Learners (ELs) (see Table 8). These questions were asked to get a sense of the number of teachers who may be assigned to work with special education or EL populations.

**Table 7. Number of Teachers Who Work with Special Education Students**

Do you work with special education students? (N = 300)	N	Percentage
Yes	238	79.3%
No	62	20.7%

The majority (79%) of the respondents indicated that they **work with special education students**. Just over a fifth of the respondents (21%) reported that they **do not work with special education students**.

**Table 8. Number of Teachers Who Work with ELs**

Do you work with ELs? (N = 300)	N	Percentage
Yes	142	47.3%
No	158	52.7%

The responses for the number of educators who work with ELs was more evenly divided with just under half (47%) reporting that they **work with ELs**. Fifty-three percent of the educators indicated that they **did not work with ELs**.

Finally, the last set of questions in this first section of the survey asked respondents a series of eleven questions related their views on literacy. Survey participants were asked to state the extent to which they agreed with the statements. The items were analyzed using a 4-point Likert scale (i.e., 4 = *strongly agree*; 3 = *agree*; 2 = *disagree*; and 1 = *strongly disagree*). Table 9 shows the frequency of responses, means, and standard deviations for these items ranked from highest to lowest mean.

**Table 9. Your Views on Literacy**

	N	Strongly agree	Agree	Disagree	Strongly disagree	M	SD
Literacy is an integral part of my content area.	244	79.5%	17.6%	1.2%	1.6%	3.75	0.56
Part of my job is to help students learn from text.	244	73.0%	23.4%	2.0%	1.6%	3.68	0.60
I see myself as a literacy teacher as well as a content area teacher.	240	65.0%	29.2%	4.2%	1.7%	3.58	0.66
Literacy fits into content instruction in middle school classrooms.	246	61.8%	34.1%	2.0%	2.0%	3.56	0.64
Literacy fits into content instruction in high school classrooms.	245	58.8%	36.7%	2.9%	1.6%	3.53	0.64
I incorporate teaching literacy strategies into my content area instruction.	240	62.1%	30.4%	5.4%	2.1%	3.53	0.70
I believe literacy instruction improves my content area teaching.	243	53.1%	42.0%	2.9%	2.1%	3.46	0.66
I feel prepared to teach literacy in my content area.	240	49.6%	40.0%	7.9%	2.5%	3.37	0.74
I am familiar with developmentally appropriate concepts of the reading process.	244	49.2%	38.5%	10.2%	2.0%	3.35	0.75
I view literacy instruction as an additional task to my content area teaching.	242	32.2%	29.8%	27.3%	10.7%	2.83	1.00
There is not enough time to cover required content in my subject area and provide literacy instruction.	242	19.8%	31.8%	39.7%	8.7%	2.63	0.90
<b>Overall</b>						<b>3.38</b>	<b>0.47</b>

Note. Due to rounding, percentages may not add up to 100.

The overall mean for respondents' views on literacy was 3.38 ( $SD = 0.47$ ) indicating that responses were between *agree* and *strongly agree*. “**Literacy is an integral part of my content area**” had the highest mean ( $M = 3.75$ ;  $SD = 0.56$ ). The items with the lowest means were reverse-coded meaning that 62 percent of the respondents *agreed* or *strongly agreed* with the statement “**I view literacy instruction as an additional task to my content area teaching**” ( $M = 2.83$ ;  $SD = 1.00$ ). This could be interpreted as the respondents believe content area teaching and literacy are two separate entities. Similarly, over half (52%) of the respondents *agreed* or *strongly agreed* that “**There is not enough time to cover required content in my subject area and provide literacy instruction**” ( $M = 2.63$ ;  $SD = 0.90$ ).

## Section II. Professional Development

The second section of the survey asked respondents two questions regarding their professional development experiences. First, respondents were asked in which literacy-related professional development opportunities has their district/school participated. A series of choices were provided: (1) North Dakota Multi-tiered Systems of Support (NDMTSS); (2) Literacy Data Analysis; (3) Reading and Writing Strategies across the Content Areas/Grades; (4) Improving Academic Literacy; (5) Social and Emotional Learning; and (6) Other (please specify). Table 10 shows the results to this question.

**Table 10. Literacy-Related Professional Development Content Areas**

In what literacy-related professional development opportunities has your district/school participated? Select all that apply. (N = 209)	N	Percentage
NDMTSS	139	66.5%
Reading and Writing Strategies across the Content Areas/Grades	108	51.7%
Social and Emotional Learning	84	40.2%
Literacy Data Analysis	57	27.3%
Improving Academic Literacy	51	24.4%
Other (please specify): See Table 11 for a listing of “other” specifications	25	12.0%

Note. Respondents could choose more than one option so percentages may not add up to 100.

NDMTSS was the literacy-related professional development session most selected by the respondents (67%). This was followed by **Reading and Writing Strategies across the Content Areas/Grades** (52%) and **Social and Emotional Learning** (40%). Participants also said they had attended **Literacy Data Analysis** (27%) and **Improving Academic Literacy** (24%) professional development sessions. Only 12 percent reported “other” literacy-related professional development, which are listed in Table 11.

**Table 11. “Other” Literacy-Related Professional Development**

In what literacy-related professional development opportunities has your district/school participated? Responses to “Other” option. (N = 25 written responses)
Data analysis through STAR
Don’t know/none (N = 6)
Everything is scatter and by choice.
Guided Reading and Daily 5
I am from a different state, and there I was provided professional development.
Literacy Team
National Council of English Teachers (NCTE), MCTE
NWEA Results
Reading Recovery
Response to Intervention (Rtl)

In what literacy-related professional development opportunities has your district/school participated? Responses to “Other” option. (N = 25 written responses)
Step up to Writing and Pathways to Results
Steve Dunn Writing (N = 2)
Technical assistance provided to develop academic and social/emotional/behavioral pathways.
The professional development was not specifically titled as those listed above, but align.
Title I Conference
VoWac
We do not offer any development with STAR data at all.
We have on-going staff development in this area.
WIN Model: Each student gets what they need.

Respondents listed several different professional development opportunities not on the original list. Six survey participants indicated they **did not know or had not participated** in any professional development, and two participants had completed **Steve Dunn Writing** professional development. Other items were only listed once.

Second, to further explore literacy-related professional development, the survey participants next were asked what types of professional development had they received (i.e., how the professional development had been delivered) related to literacy instruction. Again, survey instructions told the participants to select all that apply. Options included: (1) instructional coaching; (2) face-to-face training; (3) book studies; (4) literacy conferences; (5) online training; and (6) other. Table 12 shows the results of the question.

**Table 12. Literacy-Related Professional Development Delivery Methods**

What type(s) of professional development have you received relate to literacy instruction? Select all that apply. (N = 208)	N	Percentage
Book Studies	136	65.4%
Face-to-Face Training	108	51.9%
Instructional Coaching	108	51.9%
Literacy conferences	104	50.0%
Online training	39	18.8%
Other (please specify): See Table 13 for a listing of “other” specifications	19	9.1%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Almost two thirds (65%) indicated that they had participated in **book studies**. Half or more of the respondents reported that they had participated in **face-to-face training** (52%); **instructional coaching** (52%); and **literacy conferences** (50%). Nineteen respondents also selected “**other**”. The written “**other**” responses are shown in Table 13 below.

**Table 13. “Other” Literacy-Related Professional Development**

In what literacy-related professional development opportunities has your district/school participated? Responses to “Other” option. (N = 18 written responses)
College
District professional development
I have done my own professional development on literacy development.
In-services
Independent research
Master’s in reading
NA/none (N = 4)
New to the school
National Math + Science Initiative (NMSI): Laying the foundation
Ph.D. minor in reading
Professional development (N = 2)
Professional development speakers
Reading First
Teacher prep classes

Of the 18 written “other” comments, four reported responses of **not applicable or none**. Other responses focused on their **educational backgrounds** (e.g., college, degrees) or **independent research**. The remaining comments tended to focus on more generic professional development without specifications on how the professional development was delivered.

## Section III: Program Curricula and Assessments

This section of the K-12 Literacy Needs Assessment focused on what types of curricula educators used in their programs. Specific questions related to whether staff members purchased or used locally-developed curriculum, if they received training on how to use the curriculum, how long they have used the curriculum, if the curriculum includes literacy components, and how the curricula is assessed. Results from this section are summarized below.

### General Curriculum

The first question asked survey respondents what type of curricula they used in the program. They had four choices: (1) I use purchased curricula; (2) My organization or district developed curriculum for the program; (3) I developed curriculum for the program; or (4) I use purchased curriculum and curriculum that has been created for the program. Table 14 shows the results for this question.

**Table 14. Type of Curricula**

What type of curricula do you use in the program? (N = 227)	N	Percentage
I use purchased curricula.	54	23.8%
My organization or district developed curriculum for the program.	28	12.3%
I developed curriculum for the program.	30	13.2%
I use purchased curriculum and curriculum that has been created for the program.	115	50.7%

Note: Due to rounding, percentages may not add up to 100.

A total of 227 K-12 educators responded to this question. Most of the respondents selected “**I use purchased curriculum and curriculum that has been created for the program**” (51%) indicating that programs use a mix of curricula. Approximately a quarter reported that they use “**purchased curricula**” (24%). A smaller percentage of respondents reported that they “**developed curriculum for the program**” (13%) or “**My organization or district developed curriculum for the program**” (12%).

If respondents indicated that they had purchased curriculum, they were next asked what curriculum they used. A full listing of the curricula purchased by programs is listed in Table 15.

**Table 15. Curriculum Used**

If you purchase curriculum, what curriculum do you use? Responses to “Other” option. (N = 115 written responses)
A basal series
A-Z
At times, depending on the student needs, supplemental materials and strategies are implemented.
Benchmark <ul style="list-style-type: none"> <li>• Benchmark</li> <li>• Benchmark Advanced</li> <li>• Benchmark Literacy (N = 4)</li> </ul>

**If you purchase curriculum, what curriculum do you use? Responses to “Other” option.  
(N = 115 written responses)**

Benchmark Literacy, My Math, Handwriting without Tears, Second Steps
Benchmark, Explorations in non-fiction text, Crafting Non-Fiction, Café, Daily 5
Collections
Compass Learning, Moby Max, Scott Foresman
Connections
Curriculum from Teachers Pay Teachers (TPT)
Daily 5 and Café
Dibbles
Different things of TPT to fill in the whole of our curriculum
Edmark Reading Program: Sequence Read Archive (SRA)
Flex Literacy
Fusion Reading
Great Leaps Reading Program
Guided Reading Pre-I, Reading Mastery 3-6
Houghton Mifflin Harcourt (N = 5)
Houghton Mifflin Harcourt Collections (N = 5)
Houghton Mifflin Harcourt Journeys (N = 13)
I just purchase additional Reading Recovery materials and books.
I use different supplemental materials that I purchase online. Many come from TPT.
Jan Richardson’s Next Steps in Guided Reading
Kindervention
Journeys K-6; Teacher-directed curriculum 7-12
Journeys Reading
Journeys, Leveled Literacy Intervention
Journeys, Read Naturally, Fast ForWord, Phonics for Reading, Rewards, Reading Mastery
Language! (N = 4)
Leveled Literacy Intervention (N = 3)
MacMillan Treasures, Susan Barton, Wilson Just Words
MacMillan/McGraw-Hill (N = 4)
MacMillan/McGraw-Hill Treasures (N = 4)
Many different ones, depending on grade level of instruction
McGraw-Hill Treasures, SRA
McDougal Littell
McGraw-Hill My Math, Houghton Mifflin Journeys
Moby Max
Not applicable
Novel studies
Pearson
Phonics for Reading, 6 Minute Fluency, Accelerated Reading 360

**If you purchase curriculum, what curriculum do you use? Responses to “Other” option. (N = 115 written responses)**

Read 180
Read 180/System 44 and Reading Assistant
Read Live Naturally (N = 2)
Read Naturally, Words their Way, Leveled Literacy Intervention (N = 2)
Read Well, Triumphs Intervention Program
Reading Mastery (N = 2)
Reading Mastery, Corrective Reading, Language!
Reading Street (N = 9)
Reading Street and the Secret Stories
Scholastic/Guided Reading
School purchased Journeys
Scott Foresman
Scott Foresman Reading Street and Scholastic Guided reading sets and Steve Dunn Writing
SRA Imagine It, Corrective Reading, Reading Mastery (N = 5)
SRA Imagine It (2008), Corrective Reading, Reading Master (main programs)
SRA Reading Mastery, Barton Reading and Spelling (Dyslexic Students), Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech (LiPS®)
SRA Reading Mastery, SRA Corrective Reading, and Early Intervention in Reading
Success for All (N = 2)
System 44
Teacher created, Scholastic, online, etc.
TPT (N = 2)
TPT to meet the areas my students struggle in or standards that aren't hit strongly enough in the purchased curriculum.
Treasures (N = 2)
Treasures and Saxon Phonics
Treasures, Read 180
We are currently reviewing reading curricula—we have been using Reading Street and Pathways to Reading, but our copyright is up so we need to purchase new curriculum in reading. We have also begun to implement Step Up to Writing.
Wonder, Sidewalks, Read Well
Wonders

Programs seemed to use a variety of purchased curriculum. Oftentimes, the survey respondents listed two or more types of curricula used in the program so they may select and use multiple curricula depending upon the needs of the students or the goals of the program.

The next question asked if the program staff had received training in how to use the curriculum. Results from the question are shown in Table 16.

**Table 16. Curriculum Training**

Did you receive training in how to use the curriculum? (N = 189)	N	Percentage
Yes	116	61.4%
No	73	38.6%

Almost two thirds (61%) said that they **had received training in the curriculum**. Just over a third (39%) reported that they **had not received training in how to use the curriculum**.

Respondents were next asked if the training adequately prepared them to use the curriculum. One hundred forty-six people responded to that question, as shown in Table 17 below.

**Table 17. Quality of Curriculum Training**

If you received training on the curriculum, did the training adequately prepare you to use the curriculum? (N = 146)	N	Percentage
Yes	82	56.2%
No	64	43.8%

For this question, over half (56%) of the survey participants said that they **had received adequate training to prepare them to use the curriculum**. However, 44 percent of the respondents reported that the **training did not adequately prepare them to use the curriculum**.

To assess why people may have indicated the training was not adequate, the next question on the needs assessment asked participants “if you did not receive adequate training on the curriculum, why not? Select all that apply.” Options included: (1) not offered; (2) too expensive; (3) I did receive training, but it did not adequately prepare me to use the curriculum; or (4) other (please specify). Results from the question are displayed in Table 18 and the “other” specifications are listed in Table 19.

**Table 18. Reasons why Training was Inadequate**

If you did not receive adequate training to prepare you to use the curriculum, why not? Select all that apply. (N = 117)	N	Percentage
Not offered.	52	44.4%
Too expensive.	7	6.0%
I did receive training, but it did not adequately prepare me to use the curriculum.	37	31.6%
Other (please specify): See Table 19 for a listing of “other” specifications	30	25.6%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Most of the respondents (44%) said that they did not receive training because **it was not offered**. Nearly a third (32%) indicated that **although they did receive training, it did not prepare them to use the curriculum**. Only 6 percent of the survey respondents indicated that training was **too expensive**. Almost a quarter (69%) selected “**other**” and wrote in a reason why the training was inadequate.

**Table 19. “Other” Reasons why Training was Inadequate**

If you did not receive adequate training to prepare you to use the curriculum, why not? Responses to “Other” option. (N = 29 written responses)
Did receive training but would have loved more as there wasn’t enough time to cover everything.
Does not pertain.
Experience
Follow-up training was provided.
I came to the school after they had training.
I started as a new teacher after the curriculum was purchased.
I typically support instruction and not teach directly.
I was a new teacher coming in the middle of a school year.
I was a new teacher this year.
I was the one doing the training. Everything we did I learned from videos.
It’s been awhile since the training.
Limited time going over.
Moved from another district.
NA (N = 2)
New teachers
New to district
Not directly applicable to math instruction.
Not enough training.
Only classroom reading teachers had training.
Principal
The training was fine, but I could use more training now that have had more time to spend with the curriculum.
Time
Trained
Trained and prepared.
Training occurred several years ago in Compass Learning for some but not all. The others have no training.
Used other resources.
We are in the process of setting up the curriculum, and I was not chosen to go to the initial trainings.
We decided to try the program first.

Several of the written responses referred to the respondents as being **new to the district or school**. Other people commented that the training had happened **awhile ago and/or not all staff received training**. Overall, the survey respondents had a variety of reasons as to why they did not think the training was adequate.

The next question asked survey participants to reflect on how long they have used the curriculum. Results can be found in Table 20.

**Table 20. Amount of Time Curriculum has been Used**

How long have you used this curriculum? (N = 211)	N	Percentage
Less than a year	42	19.9%
One to three years	84	39.8%
Three to five years	38	18.0%
More than five years	47	22.3%

Approximately 40 percent of the respondents reporting using the curriculum for **one to three years**. Similar percentages of respondents reported using the curriculum for **more than five years** (22%); **less than a year** (20%); or **three to five years** (18%).

### Literacy Components

Because there are multiple ways literacy can be covered or embedded within curriculum, NDDPI dug deeper into the literacy components by asking programs to state which literacy component(s) from the K-12 Standards are covered by their curriculum. The literacy components that the survey participants were asked to reflect upon align with literacy components from the *North Dakota Comprehensive State Literacy Plan*. Table 21 shows the number and percentage of respondents who indicated that each literacy component is covered by their school/district curriculum.

**Table 21. Literacy Component(s) Covered by Curriculum**

What literacy component(s) does your curriculum cover? Select all that apply. (N = 183)	N	Percentage
<b>Reading:</b> Literature	143	78.1%
<b>Reading:</b> Informational Texts	135	73.8%
<b>Reading:</b> Foundational Skills	130	71.0%
<b>Writing:</b> Text Types	97	53.0%
<b>Writing:</b> Responding to Reading	117	63.9%
<b>Writing:</b> Responding to Research	90	49.2%
<b>Speaking and Listening:</b> Flexible Communication and Collaboration	90	49.2%
<b>Language:</b> Conventions	101	55.2%
<b>Language:</b> Effective Use	92	50.3%
<b>Language:</b> Vocabulary	124	67.8%

Note. Respondents could choose more than one option so percentages may not add up to 100.

For **reading standards**, all three literacy components had over 70 percent of the respondents indicating that their curriculum covered them. For example, 78 percent said the curriculum they used covered **literature**, 74 percent reported that the curriculum covered **informational texts**, and 71 percent indicated the curriculum covered **foundational skills**.

Responses to the **writing standards** were more diverse. While 64 percent of the K-12 educators said that the curriculum covered **responding to reading**, 53 percent reported the

curriculum covered **text types**. Less than half (49%) selected **responding to research** as a writing component covered by the curriculum.

The **Speaking and Listening** standard only had one component: Flexible Communication and Collaboration. Just under half (49%) of the respondents said that the curriculum covered that component.

**Language** was the last standard covered. Two thirds (68%) of the K-12 educators reflected that vocabulary was covered by their curriculum. Approximately half of the survey participants reported that their curriculum covered **conventions** (55%) or **effective use** (50%).

Next, the K-12 educators were asked to reflect on the extent to which they thought their curriculum improved the literacy competencies of the students they served. Table 22 shows the percentage of respondents for each item as well as descriptive statistics (e.g., means and standard deviations).

**Table 22. Improving Literacy Competencies**

To what extent do you think your curriculum improves the literacy competencies of the students you serve?	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
<b>Reading:</b> Literature	181	38.7%	46.4%	12.7%	2.2%	3.22	0.75
<b>Reading:</b> Informational Texts	182	34.1%	53.3%	9.9%	2.7%	3.19	0.72
<b>Reading:</b> Foundational Skills	181	37.0%	48.1%	10.5%	4.4%	3.18	0.79
<b>Overall Reading</b>						<b>3.20</b>	<b>0.65</b>
<b>Writing:</b> Text Types	172	20.3%	54.7%	20.9%	4.1%	2.91	0.76
<b>Writing:</b> Responding to Reading	178	33.1%	46.1%	18.0%	2.8%	3.10	0.79
<b>Writing:</b> Responding to Research	174	17.8%	47.7%	27.0%	7.5%	2.76	0.83
<b>Overall Writing</b>						<b>2.91</b>	<b>0.72</b>
<b>Speaking and Listening:</b> Flexible Communication and Collaboration	190	18.9%	50.9%	26.3%	4.0%	<b>2.85</b>	<b>0.77</b>
<b>Language:</b> Conventions	175	19.4%	55.4%	21.7%	3.4%	2.91	0.74
<b>Language:</b> Effective Use	175	21.1%	55.4%	20.6%	2.9%	2.95	0.73
<b>Language:</b> Vocabulary	178	32.6%	55.6%	7.9%	3.9%	3.17	0.73
<b>Overall Language</b>						<b>3.01</b>	<b>0.66</b>

Note: Due to rounding, percentages may not add up to 100.

Components related to the **Reading Standard** had the highest overall mean ( $M = 3.20$ ;  $SD = 0.65$ ). This was followed by the **Language Standard** ( $M = 3.01$ ;  $SD = 0.66$ ) and **Writing** ( $M = 2.91$ ;  $SD = 0.72$ ). Although **Speaking and Listening** only had one component, the standard had the lowest overall mean ( $M = 2.85$ ;  $SD = 0.77$ ).

## Curriculum Assessment

Understanding more about literacy assessment in K-12 throughout North Dakota was part of the K-12 Literacy Needs Assessment. First, survey respondents were asked to indicate which assessment(s) they used to assess literacy. A list was provided to them (see Table 23). They could also write in an “other” option.

**Table 23. Literacy Assessments Used throughout North Dakota**

Does the curriculum you use have an assessment component? (N = 179)	N	Percentage
Brigance	18	10.1%
Diagnostic Assessments of Reading (DAR)	2	1.1%
DIBELS	60	33.5%
Developmental Reading Assessment (DRA)	12	6.7%
North Dakota State Assessment (NDSA)	139	77.7%
NWEA	137	76.5%
Phonological Awareness Literacy Screening (PALS)	6	3.4%
RIGBY	14	7.8%
Running Records	49	27.4%
SAT	10	5.6%
Scholastic Reading Inventory (SRI)	15	8.4%
STAR Reading	93	52.0%
Test of Oral Reading and Comprehension Skills (TORCS)	7	3.9%
Other (please specify): See Table 24 for a listing of “other” specifications	59	33.0%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Over three quarters of the respondents indicated that they used the **NDSA** (78%) and/or **NWEA** (77%). Over half (52%) selected **STAR Reading** as one of the assessments they used. Two other assessments had over a quarter of the respondents reporting it as a literacy assessment used in their school/district: (1) **DIBELS** (34%) and (2) **Running Records** (27%). Other assessments selected included: (1) **Brigance** (10%); **DAR** (1%); (3) **DRA** (7%); (4) **PALS** (3%); (5) **RIGBY** (8%); (6) **SAT** (6%); (7) **SRI** (8%); and (8) **TORCS** (4%).

A third of the survey participants said they used “other” assessments. The assessments they listed are included in Table 24 below.

**Table 24. “Other” Assessment**

Does the curriculum you use have an assessment component? Responses to “Other” option. (N = 59 written responses)
ACT (N = 2)
ACT, Aspire
ACT/Aspire/Pre-ACT/Accuplacer
AIMSweb (N = 30)

**Does the curriculum you use have an assessment component? Responses to “Other” option.**

**(N = 59 written responses)**

AIMSweb Plus
AIMSweb, Phonics Screener, San Diego Quick, CORE Vocabulary Screening
ASPIRE, PSAT, Accuplacer
Benchmark F and P, Measures of Academic Progress (MAP)
Classroom Reading Inventory, Dolch Sight Word Assessment, Children’s Progress Academic Assessment (CPAA)
CPAA (N = 2)
ESGI
ESGI, Benchmark Advanced
Functional Assessment Screening Tool (FAST) (N = 2)
Fountas and Pinnell (N = 5)
Fountas and Pinnell, ESGI Software in K-1, Reading Recovery Observation Survey, and Ongoing Running Records with leveled texts.
I assess my students by ability shown in class.
IStation
Phonics Screener (Grades K-2)
Phonological Awareness Test
Scholastic Reading Counts
Scholastic Reading Counts and AIMSweb
Weekly Unit tests that go with curriculum.
Woodcock-Johnson IV

Fifty-nine of those respondents included additional assessments. Of those 59 written assessments, 30 of them were AIMSweb. Another aspect to note from the written assessments is that several people wrote in multiple assessments indicating that students are not assessed on one assessment.

**Formative Assessment**

Survey respondents also were asked a series of questions about their use of formative and summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Table 25 shows the results of that question. Survey respondents could also select “**other**” and write-in a response. The written responses are listed in Table 26.

**Table 25. Frequency of Formative Assessment Administration**

How often do you formatively assess the performance of the students you teach? (N = 175)	N	Percentage
Daily	43	24.6%
Weekly	42	24.0%
Twice a month	18	10.3%
Monthly	28	16.0%
Twice a year	15	8.6%
Yearly	1	0.6%
Other (please specify):	28	16.0%

Note: Due to rounding, percentages may not add up to 100.

Approximately half of the respondents said they do **formative assessments** either **daily** (25%) or **weekly** (24%). Smaller percentages of respondents said they do **formative assessments** monthly (16%); **twice a month** (10%); or **twice a year** (9%). Only one respondent reported doing **yearly** assessments (1%). The remaining 16% indicated “**other**” timeframes. Table 26 lists the “**other**” responses.

**Table 26. “Other” Formative Assessment Administration Frequency**

How often do you formatively assess the performance of the students you teach? Responses to “Other” option. (N = 28 written responses)
Three times a year (N = 12)
Three times a year, AIMS web is done weekly.
Three to four times a year.
Quarterly (N = 5)
Every other month (N = 3)
Formally evaluated every three years.
On-going and flexible.
Reading Recovery does daily running record.
STAR—Monthly to six weeks.
Twice a week.
Varies by student.

Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**on-going and flexible**” or “**varies by student.**” A few of the responses specified instructions for specific assessments (i.e., “**STAR—Monthly to six weeks**” or “**Reading Recovery does daily running record**”).

Continuing with **formative assessment**, survey respondents were asked the extent to which they thought that the **formative assessment** they used adequately measured the progress of the students they served. Table 27 shows the results of that question.

**Table 27. Extent Formative Assessments Measure Students' Progress**

To what extent do you think the formative assessment(s) adequately measure the progress of the students you serve? (N = 177)	N	Percentage
To a great extent	57	32.2%
To some extent	104	58.8%
To a little extent	16	9.0%
Not at all	0	0.0%

Note: Due to rounding, percentages may not add up to 100.

Almost all (91%) of the respondents said the formative assessment(s) adequately measured the progress of the students served *to a great extent* or *to some extent*. Nine percent indicated the assessments only measure students' progress *to a little extent*. No respondents said the assessment measured the progress of the students' served *not at all*.

Because assessments are such an important part of education, NDDPI was interested in learning more from participants about the formative assessments used. The next open-ended question asked participants to add any information they wanted NDDPI to know about the formative assessments and any recommendations they may have for improving how students are formatively assessed. Table 28 lists the comments that were provided.

**Table 28. Open-ended Comments and Recommendations for Formative Assessments**

Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed. (N = 42)
Common grade level assessments.
Each student learns differently and may have different skills that are needing improvement upon. Each student's needs will determine what curriculum and assessments need to be utilized to enable students to grow as learners.
Exit tickets, observations, quick quizzes, post-it notes, discussion, self-reflection, sketch notes, etc.
Formative assessment is imperative to measure student growth. If students are not making growth or learning the developmental reading skills they need for success, it is critical that the teacher is immediately aware of this. If we wait until students fail summative assessments they will fall behind. I have only seen summative testing in the area of reading at the elementary level in our district. Students need to be monitored more consistently.
Formative literacy assessments should be used to assess next steps in students' literacy learning process. They should be graded leniently, if at all, as they're being used to determine a teacher's next steps to coach her students in increasing their literacy.

**Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed.**  
**(N = 42)**

Literacy instruction should also include informational technology/social media literacy as well as visual literacy.

Help assessing students.

I am currently involved in a formative assessment pilot through NDDPI. True formative assessments happen during your routine day and when using the technology the pilot offers, I am able to record evidence and track my formative assessment data in a more efficient way. Our district also has provided us with a literacy block each day to differentiate our teaching after we collect common formative assessment data. These formative assessments are driven by power standards and teacher created.

I believe that all teachers need to be responsible for literacy assessment in their disciplines, including reading and writing skills for learning.

I create formative assessments using technology. It is created with collected data in mind and the technology piece makes it engaging while giving students voice.

I do not like the idea of elementary students taking tests on computer screens. The text is too long in that it extends from end to end of the screen, the font is not reader friendly, and the lighting is awful. I believe that text should be read on paper, in Times Roman font. Eye specialists have evidence of best font readability which impacts comprehension.

I feel formative assessments give on the spot help and then will aid in higher expectations when doing summative assessments

I strongly believe a phonological awareness assessment should be used in the early years.

I think resources to use formative assessments should be a focus. Specific resources are needed to reach each group or individual student based on formative assessments.

I think that we need more time to focus on the reading/writing aspect. If students don't get the basics of reading/writing, how do we expect them to read/write for other content?

I use discussion, kinesthetic, graphic organizers, exit tickets, questions, visual presentations, think/pair/share, visuals, peer assessment, individual white boards, and practice presentations.

I use the individual reports from STAR reading to drive my instruction. I'm able to see exactly where each student has a struggle.

I use the students' output section of their interactive notebooks as a formative assessment.

I work with American Indian learners, and the literature used by our reading series does not adequately meet the cultural linguistic needs of the students. The lessons need to be adapted to be more culturally sensitive and responsive to the students they serve.

I would like all regular classroom teachers to receive updated training on literacy and formative assessments.

I would like to see more programs offered in conjunction with the NWEA to help progress monitor more frequently at the secondary level.

It is important for assessments to not be "standardized." Student performance should not be based on one test.

NA (N = 3)

N/A. I just somewhat wish that I didn't always have to build my curriculum every year that I've taught. I've taught for 4 years now and I'm sometimes worry that even though I follow DPI standards, I feel that I'm missing some. Also, programs like AR and Reading 180 are awful.

NDSA is too hard of a test. We should go to paper and pencil ones. It seems like we are testing their computer skills and not what they know about the reading process. Many kids just do not care about how they do on the test- whatever test is taken.

**Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed.**  
**(N = 42)**

Not discussing literacy assessments in my class, but math assessments. I do not know of literacy assessments in either the tribal k-8 or HS 9-12. English teachers should be asked.

Our ELA reading curriculum is out of date, but we cannot find anything that is so much better that it is worth purchasing a new curriculum to be new. When researching and checking with schools that have purchased new curriculum, they are saying that it doesn't meet all the needs and they aren't completely happy with it, so why should we waste school district money when we can work with what we have.

Our school is constantly formatively assessing within the classroom. This tells our teachers whether or not to move onto the next unit, chapter or subject. Three times of year our students are interim or formatively assessed using AIMS and NWEA to determine whether growth has taken place.

Our staff is currently assessing how our elementary-wide new curriculum meets our students' and staff needs. We are engaged in reviewing how valid and reliable data is being reviewed and used to further develop our students' skills. In short, we are newbies and learning how to maximize our materials.

Tests need to be shorter.

The 3 SRA programs I teach from all do a great job with formative assessment. There is much repetition which is needed by the students I teach.

The core piece of literacy knowledge that I often find with many of my students are phonics and decoding skills. They often can read whole word, but when working to sound out or dissect a word, they often lack the skills to do so which, in turn, affects their ability to spell and read unfamiliar words. It should be noted that as an SLP, my instruction usually falls within the phonological and phonemic awareness part of intervention. Often students who are at risk for needing intensive intervention services are using the Great Leaps Reading program either with an SLP, SLPP, or a para-special educator as it is the only tool available to us at the present time.

The formative and summative assessments may be given in multiple ways. We take running records, written responses to reading and writing, and guided reading notes with Fountas and Pinnell as a guide for instruction.

The formative assessments given monthly are a good measure of progress. They also serve as good measure of program effectiveness. Since they are given monthly, such as STAR Reading, and results are immediate, the usefulness of the data is significant.

The formative assessments I use are mainly ones I have created not the ones from our reading curriculum as they are not often enough and do not cover the areas that all need to be covered.

The NWEA test is multiple choice, and in first grade, a lot is read to my students. Occasionally students in my grade seem to score way higher than their performance in class shows that they should.

There are so many assessment tools available that we spend a lot of time assessing which takes away from teaching.

We have found that some do not give accurate scores because students don't take the time to do their best; they just click answers and try to get through it as quickly as possible. I am working on this when students are with me by rewarding them for improvements made.

We have used an app called Kahoot to help with daily formative assessments to see how students are doing / what they understand. Kids like it and it gives the teachers a quick synopsis of how the students understood the content.

We use AIMSweb for Tier 3 RCBM and MAZE. This is only a snapshot and not a complete picture of a student. Teachers use informal assessments as they teach but there are not formal assessments given for formative assessment.

We use AIMSweb to mark progress on our special education goals. Some students are trying to improve their reading, and others don't really care.

Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed.  
(N = 42)

We use STAR data in our schools, yet there has been no real training on the program and multiple teachers are listed in the system, but have no idea how to use it. Especially with the new update for STARs, we don't know what to use it for. Also, we ONLY use STAR and if no one knows how to use it, why is there not training on it?!

We use three separate types of assessments -- each student is screened when they come into our school (565 students). Data is analyzed by Admin & Coach, Interventionists, and Grade-Level PLCs. Our Tier 1-3 are clearly defined with the multiple interventions we have in place. Our CHAT process makes sure students do not slip through the cracks and we start at the Instructional Level specific to each child.

### Summative Assessment

The next set of questions asked survey respondents specifically about their use of summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Table 29 shows the results of that question. Survey respondents could also select “other” and write-in a response. The written responses are listed in Table 30.

**Table 29. Frequency of Summative Assessment Administration**

How often do you summatively assess the performance of the students you teach? (N = 175)	N	Percentage
Daily	11	6.3%
Weekly	46	26.3%
Twice a month	25	14.3%
Monthly	37	21.1%
Twice a year	21	12.0%
Yearly	5	2.9%
Other (please specify): See Table 30 for listing of “other” specifications	30	17.1%

Note: Due to rounding, percentages may not add up to 100.

Just over a quarter (26%) reported that they summatively assess the students they teach **weekly**. Over a fifth (21%) said they summatively assess students **monthly**. While 14 percent indicated summative assessment are conducted **twice a month**, only 12 percent said they conduct summative assessments **twice a year**. In some classrooms, summative assessments are conducted daily (6%) or **yearly** (3%). The remaining 17% indicated “other” timeframes. Table 30 lists the “other” responses.

**Table 30. “Other” Summative Assessment Administration Frequency**

How often do you summatively assess the performance of the students you teach? Responses to “Other” option. (N = 30 written responses)
Two or three times a year
Three times a year (N = 12)
Three times NWEA; Monthly STAR; NDSA Yearly
Three times per year NWEA
Three or four times a year
Quarterly (N = 5)
Six times a year with unit test
After each assessment.
After teaching the unit. (N = 3)
At the end of a unit, mid-term, semester.
Every other month.
I don’t use summative assessments in this area in my class, though the school district does.
On-going and flexible.

Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**after teaching the unit**” and “**on-going and flexible**”. One respondent said that “**I don’t use summative assessments in this area in my class, though the school district does.**”

Continuing with **summative assessment**, survey respondents were next asked the extent which they thought that the **summative assessment** they used adequately measured the progress of the students they served. Table 31 shows the results of that question.

**Table 31. Extent Summative Assessments Measure Students’ Progress**

To what extent do you think the summative assessment(s) adequately measure the progress of the students you serve? (N = 175)	N	Percentage
To a great extent	32	18.3%
To some extent	121	69.1%
To a little extent	21	12.0%
Not at all	1	0.6%

Note: Due to rounding, percentages may not add up to 100.

Almost all (87%) of the respondents said the summative assessment(s) adequately measured the progress of the students served *to a great extent* or *to some extent*. Twelve percent indicated the assessments only measure students’ progress *to a little extent*. Only one respondent (1%) reported that the assessment did not measure the progress of the students served *at all*.

Because assessments are such an important part of education, NDDPI was interested in learning more from participants about the summative assessments used. The next open-ended question asked participants to add any information they wanted NDDPI to know about the summative assessments and any recommendations they may have for improving how students are summatively assessed. Table 32 lists the comments that were provided.

**Table 32. Open-ended Comments and Recommendations for Summative Assessments**

Please provide additional comments or information you would like NDDPI to know about the summative literacy assessment(s) you use or recommendations you may have for improving how students are summatively assessed. (N = 35)
We use AIMSweb three times a year and NWEA two times a year. I think the growth we see on those tests is pretty accurate, however, the time to take to read and use the data in particular from the NWEA test is lacking as our district does not provide training on how to read the data, nor the time to interrupt and use the data in our classrooms.
Clear and precise ideas and guides.
Common grade level assessments.
Depending on how assessments are given, and the student situation that day, it can vary. If a child is sick, if there is an announcement over the loudspeaker, if someone is being distracting near them, if they are in a rush, all can impact how the student does on the assessment.
Each student learns differently and may have different skills that are needing improvement upon. Each student's needs will determine what curriculum and assessments need to be utilized to enable students to grow as learners.
From my personal assessment of students, I see there are maybe 1% to 3% literacy and maybe 10% to 15% proficiency.
I am not sure if the accuracy of the STAR tests.
I consider NWEA benchmark assessment as a summative assessment.
I consider the ND state assessment the summative assessment for our school; unfortunately, it hasn't told us much in the past few years. The data is given to us way too late to change instruction.
We do use unit assessments to determine growth within our classrooms, but I wouldn't consider this a summative assessment like the ND state assessment. Our school hasn't created a summative assessment for grade levels.
It is important for assessments to not be "standardized." Student performance should not be based on one test.
NA (N = 3)
NDSA testing does not provide us with timely feedback to improve instruction. Make the results more immediate.
North Dakota has not addressed the needs of dyslexic students. North Dakota does not provide a screening tool for these children, nor does ND provide PD instruction to teachers on how to best support these students. ND is one of the last 8 states that do NOT have a law about Dyslexia passed. One assessment is not enough to get a clear picture of what the student is doing well or struggling with.
Our school does have the Macmillan/McGraw-Hill curriculum for the content area in the classroom, but as a Title I teacher, I use three different SRA's. It was hard to answer your previous questions, as they all focus on different skills. Reading Mastery does come with a writing and language program, but I do not use it for my classes. We have so many reading programs due to MTSS and the needs of our

**Please provide additional comments or information you would like NDDPI to know about the summative literacy assessment(s) you use or recommendations you may have for improving how students are summatively assessed.**  
**(N = 35)**

students. Each of the SRA's that I teach from do a good job on summative assessments. Since it is a scripted curriculum, the students are usually well-prepared for these assessments.

Reading records are very subjective. Many students are mislabeled. Many students are not allowed to read materials outside of their "benchmark".

Running Records.

State test results are still late. Need to get them sooner for planning purposes

Students approach testing in various ways that effect their performance on an assessment.

Summative assessments are curriculum-based but do not always give a complete picture of a student's abilities and achievement. Many other factors can influence student performance.

Summative assessments are used to place students in reading groups at the beginning of the school year and to identify students' growth or lack of at the end of the school year. Unfortunately, student grouping has inhibited growth here in our district because students are not able to flex into other groups as needed if they are showing growth. I believe the summative testing is necessary but not as critical as formative assessments.

Summative literacy assessments should be used to determine how well the students increased their literacy regarding specific content/curriculum; they should also be used by the teacher to formatively assess the effectiveness of her teaching practices and gauge her next steps in helping students to increase their literacy.

The Great Leaps Reading program does a good job at the phonological awareness level and increasing reading fluency. It does not do a great job at working at the phonics level, in which affects spelling and reading unfamiliar word ability.

The NDSA takes an enormous amount of time away from instruction. In addition, the results are nearly a year old by the time we get them, so they are not useful for instructional or programming purposes. I would much rather see NWEA or similar assessment in place of the NDSA since the results are readily available.

The state assessments taken by 3rd graders on computers, requires much training for each facet of computer testing. It is frustrating that many students' scores are invalid measures of what they know, based on whether they have a strong background in computers versus the academic standards being taught.

The summative assessments come with the basal. The questions relate to the story, but do not give opportunity to apply the target skills. The questions can be answered by recalling the text, so there is little authenticity.

Typically, summative assessments in our district are done at the end of a unit to inform teachers whether or not that material was learned and retained.

We are diligent in trying to conduct each assessment with fidelity, so we are moderately confident in the results.

We do not care for the early lit portion of STAR testing. Many times, it does not reflect the true assessment of the child.

We use STARS. The more we assess, the more we lose the students. We need to figure out a way for students to try on these.

Why make students struggle with tests that are so above their means?

Without further testing, this could go up or down quickly.

Written responses, essays, projects, presentations, etc.

## Section IV. Alignment to State Literacy Goals

The next section of the Spring 2018 K-12 Literacy Needs Assessment focused on the State Literacy Goals as outlined in the *North Dakota Comprehensive State Literacy Plan*. North Dakota’s seven goals included: (1) leadership and sustainability; (2) instruction and intervention; (3) standards alignment; (4) assessment and evaluation; (5) professional development; (6) family and community engagement strategies; (7) Literacy Timeline: Primary Grades K-3; (8) Literacy Timeline: Intermediate Grades 4-6; (9) Literacy Timeline: Middle Grades 7-8; and (10) Literacy Timeline: Secondary Grades 9-12. Additionally, primary grade educators (i.e., K-3 grades) also were asked a series of questions about kindergarten readiness assessment in their school/district.

Each goal had multiple components associated with it. The needs assessment asked survey respondents to reflect on the extent to which their program included these components. Each response used a 4-point Likert scale (i.e., 4 = *To a great extent*; 3 = *To some extent*; 2 = *To a little extent*; and 1 = *Not at all*). Items that received means below 3.00 are highlighted in each section. Table 33 provides frequencies, means, and standard deviations for the first goal: **Leadership and Sustainability**.

**Table 33. Leadership and Sustainability**

The following items are components of leadership and sustainability. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Commitment to common goals.	160	40.0%	48.8%	8.8%	2.5%	3.26	0.72
Prioritizing institutional structure support (scheduling for both collaboration and instruction).	160	28.1%	51.9%	11.9%	8.1%	3.00	0.85
Define job responsibilities, roles, and requirements.	159	29.6%	51.6%	12.6%	6.3%	3.04	0.82
Provide time and support for professional learning.	159	37.1%	44.7%	16.4%	1.9%	3.17	0.77
Professional development for superintendents, principals, teachers, paraprofessionals, parents, and students.	158	33.5%	48.7%	15.2%	2.5%	3.13	0.76
Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place).	158	25.3%	46.2%	19.0%	9.5%	2.87	0.90
Job-embedded support (schools and districts should provide professional, job-embedded support to improve literacy instruction).	159	16.4%	49.7%	22.6%	11.3%	2.71	0.87
<b>Overall</b>						<b>3.03</b>	<b>0.68</b>

Note: Due to rounding, percentages may not add up to 100.

The overall mean for the seven items under the **Leadership and Sustainability** goal was 3.03 ( $SD = 0.68$ ) indicating that respondents rated the items just over *to some extent*. Means ranged from 3.26 to 2.71. The highest rated item was “**commitment to common goals**” ( $M = 3.26$ ;  $SD = 0.72$ ). Two items received means lower than 3.00. Those items are listed below:

- Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place). ( $M = 2.87$ ;  $SD = 0.90$ )
- Job-embedded support (schools and districts should provide professional, job-embedded support to improve literacy instruction). ( $M = 2.71$ ;  $SD = 0.87$ )

The next goal was **Instruction and Intervention**. There were 16 components associated with this goal. Table 34 displays the frequencies, means, and standard deviations for each component.

**Table 34. Instruction and Intervention**

The following items are components of instruction and intervention. Please rate the extent to which your school includes these components.	N	Responses				Descriptive Statistics	
		To a great extent	To some extent	To a little extent	Not at all	M	SD
Standards-aligned curricular framework	151	47.7%	43.0%	4.6%	4.6%	3.34	0.77
21st Century Literacy skills, including digital literacy	152	25.0%	54.6%	15.8%	4.6%	3.00	0.77
Consistent approach-based on principles of responsive instruction	151	20.5%	52.3%	23.2%	4.0%	2.89	0.77
Evidence-based instructional strategies	152	36.8%	52.6%	9.2%	1.3%	3.25	0.67
Effective practices and strategies	152	42.8%	48.0%	7.9%	1.3%	3.32	0.68
Knowledge of early literacy learning	150	26.7%	48.0%	21.3%	4.0%	2.97	0.80
Knowledge of learners	151	39.1%	45.0%	13.9%	2.0%	3.21	0.75
Knowledge of language development	151	25.2%	49.0%	21.9%	4.0%	2.95	0.79
Accessible instructional materials	150	35.3%	48.7%	12.0%	4.0%	3.15	0.78
Evidence-based intervention	150	40.0%	42.0%	14.7%	3.3%	3.19	0.81
Project-based interventions/innovation	151	19.2%	43.0%	29.1%	8.6%	2.73	0.87
Pre-kindergarten development progression	147	22.4%	37.4%	23.8%	16.3%	2.66	1.00
Early Childhood Curriculum Selection Guide	145	13.1%	40.0%	26.2%	20.7%	2.46	0.97
NDMTSS	139	29.5%	37.4%	18.7%	14.4%	2.82	1.02
Revised/Updated ND ELA Standards (2017)	149	32.9%	47.7%	16.8%	2.7%	3.11	0.77
National Math + Science Initiative (NMSI) with an additional focus on English Language Arts	147	12.2%	42.2%	25.2%	20.4%	2.46	0.95
<b>Overall</b>						<b>2.97</b>	<b>0.59</b>

Note: Due to rounding, percentages may not add up to 100.

On the **Instruction and Intervention** goal, the overall mean was 2.97 ( $SD = 0.59$ ). Thus, on average, respondents selected *to some extent* to explain how their program includes the **Instruction and Intervention** components. Means ranged from 2.46 to 3.34. The highest rated item was “**standards-aligned curricular framework**” ( $M = 3.34$ ;  $SD = 0.77$ ). In contrast, the two lowest rated items were “**NMSI with an additional focus on English Language Arts**” ( $M = 2.46$ ;  $SD = 0.95$ ) and “**Early Childhood Curriculum Selection Guide**” ( $M = 2.46$ ;  $SD = 0.97$ ). Eight items were rated below 3.00. Those items follow:

- Early Childhood Curriculum Selection Guide ( $M = 2.46$ ;  $SD = 0.97$ )
- NMSI with an additional focus on English Language Arts ( $M = 2.46$ ;  $SD = 0.95$ )
- Pre-kindergarten development progression ( $M = 2.66$ ;  $SD = 1.00$ )
- Project-based interventions/innovation ( $M = 2.73$ ;  $SD = 0.87$ )
- NDMTSS ( $M = 2.82$ ;  $SD = 1.02$ )
- Consistent approach-based principles of responsive instruction ( $M = 2.89$ ;  $SD = 0.77$ )
- Knowledge of language development ( $M = 2.95$ ;  $SD = 0.79$ )
- Knowledge of early literacy learning ( $M = 2.97$ ;  $SD = 0.80$ )

The next section, as shown in Table 35, shows the results of the **Standards Alignment** goal. Standards Alignment had 10 components. The components were divided into four sections: (1) **Reading**; (2) **Writing**; (3) **Speaking and Listening**; and (4) **Language**.

**Table 35. Standards Alignment**

The following items are components of standards alignment. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
<b>Reading</b>							
Literature	146	48.6%	46.6%	3.4%	1.4%	3.42	0.63
Informational Texts	146	48.6%	45.2%	4.8%	1.4%	3.41	0.65
Foundational Skills	146	46.6%	46.6%	5.5%	1.4%	3.38	0.66
<b>Overall Reading</b>						<b>3.41</b>	<b>0.60</b>
<b>Writing</b>							
Text Types	145	31.7%	53.1%	13.1%	2.1%	3.14	0.72
Responding to Reading	146	41.1%	44.5%	12.3%	2.1%	3.25	0.75
Responding to Research	146	27.4%	52.1%	15.8%	4.8%	3.02	0.79
<b>Overall Writing</b>						<b>3.14</b>	<b>0.70</b>
<b>Speaking and Listening</b>							
Flexible Communication and Collaboration	146	30.1%	50.7%	15.8%	3.4%	<b>3.08</b>	<b>0.77</b>

The following items are components of standards alignment. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
<b>Language</b>							
Conventions	145	35.9%	49.7%	11.7%	2.8%	3.19	0.75
Effective Use	146	34.2%	52.1%	11.0%	2.7%	3.18	0.73
Vocabulary	144	41.0%	46.5%	11.1%	1.4%	3.27	0.71
<b>Overall Language</b>						<b>3.21</b>	<b>0.67</b>

Note: Due to rounding, percentages may not add up to 100.

The overall mean for **Reading** was the highest ( $M = 3.41$ ;  $SD = 0.60$ ) of the four components related to **Standards Alignment**. This was followed by **Language** ( $M = 3.21$ ;  $SD = 0.67$ ) and **Writing** ( $M = 3.14$ ;  $SD = 0.70$ ). **Speaking and Writing** had the lowest mean ( $M = 3.08$ ;  $SD = 0.77$ ). No individual component received a mean lower than 3.08.

The next goal was **Assessment and Evaluation**. This section was divided into five items related to **summative assessments** and five items related to **formative assessments**. Table 36 displays the findings from this section.

**Table 36. Assessment and Evaluation**

The following items are components of assessment and evaluation. Please rate the extent to which your school conducts the following assessments and evaluations:	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
<b>Summative</b>							
North Dakota State Assessment	142	71.1%	21.8%	7.0%	0.0%	3.64	0.61
End-of-Year Assessment	140	37.9%	43.6%	9.3%	9.3%	3.10	0.92
End-of-Course Assessment	141	31.9%	41.8%	18.4%	7.8%	2.98	0.91
End-of-Unit Assessment	140	40.7%	47.9%	9.3%	2.1%	3.27	0.72
End-of-Chapter Assessment	142	45.1%	43.7%	9.9%	1.4%	3.32	0.7
<b>Overall Summative</b>						<b>3.26</b>	<b>0.55</b>
<b>Formative</b>							
Screening	142	42.3%	43.7%	12.7%	1.4%	3.27	0.73
Progress Monitoring	142	47.9%	44.4%	4.9%	2.8%	3.37	0.71
Curriculum-Based	142	38.0%	50.0%	9.9%	2.1%	3.24	0.71
Benchmark	142	47.2%	42.3%	7.7%	2.8%	3.34	0.74
Diagnostic	141	33.3%	51.8%	12.1%	2.8%	3.16	0.74
<b>Overall Formative</b>						<b>3.27</b>	<b>0.61</b>

Note: Due to rounding, percentages may not add up to 100.

The overall means for **summative** and **formative assessments** were similar. The overall mean for the **summative assessment** was 3.26 ( $SD = 0.55$ ) and 3.27 for **formative** ( $SD = 0.61$ ). The only individual item that was rated a mean lower than 3.00 was “**end-of-course assessment**” ( $M = 2.98$ ;  $SD = 0.91$ ).

**Professional development** was the next goal on the K-12 Literacy Needs Assessment. Survey respondents were asked to reflect on four areas within professional development: (1) **teaching and learning research-based strategies**; (2) **reading process**; (3) **assessment: administer, score, and analyze**; and (4) **professional learning communities** (see Table 37).

**Table 37. Professional Development**

The following items are components of professional development. Please rate the extent to which you have received professional development in the following areas:	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
<b>Teaching and Learning Research-Based Strategies</b>							
Explicit instruction	140	28.6%	42.1%	20.7%	8.6%	2.91	0.91
Scaffolding	140	20.0%	43.6%	25.7%	10.7%	2.73	0.90
Modeling	141	25.5%	49.6%	17.7%	7.1%	2.94	0.85
Guided Practice	140	27.1%	49.3%	15.7%	7.9%	2.96	0.86
Active engagement strategies	140	33.6%	45.7%	16.4%	4.3%	3.09	0.82
Classroom management strategies	140	22.9%	53.6%	17.1%	6.4%	2.93	0.81
Differentiated instruction	141	33.3%	49.6%	14.2%	2.8%	3.13	0.76
Learning centers	139	13.7%	41.0%	26.6%	18.7%	2.50	0.95
Alignment to standards	140	32.9%	46.4%	15.7%	5.0%	3.07	0.83
Technology	141	27.7%	49.6%	20.6%	2.1%	3.03	0.76
Developmentally appropriate practices	139	19.4%	51.1%	18.7%	10.8%	2.79	0.88
Oral language development	139	10.8%	37.4%	31.7%	20.1%	2.39	0.93
NDMTSS	132	28.0%	38.6%	16.7%	16.7%	2.78	1.04
<b>Overall Teaching and Learning Research-Based Strategies</b>						<b>2.87</b>	<b>0.65</b>
<b>The Reading Process</b>							
Phonology	138	23.9%	31.9%	30.4%	13.8%	2.66	0.99
Orthography	134	11.9%	32.8%	26.9%	28.4%	2.28	1.01
Morphology	136	11.8%	33.8%	27.9%	26.5%	2.31	0.99
Syntax	138	18.1%	37.0%	29.0%	15.9%	2.57	0.97
Semantics	136	17.6%	36.8%	28.7%	16.9%	2.55	0.97
Pragmatics	136	12.5%	36.0%	27.2%	24.3%	2.37	0.99
Discourse structure	133	8.3%	35.3%	29.3%	27.1%	2.25	0.95
Register	134	7.5%	32.8%	29.9%	29.9%	2.18	0.95
Comprehension	137	36.5%	43.8%	15.3%	4.4%	3.12	0.83

The following items are components of professional development. Please rate the extent to which you have received professional development in the following areas:	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Intensive writing	136	17.6%	38.2%	27.9%	16.2%	2.57	0.96
Literacy response and analysis	138	20.3%	39.1%	27.5%	13.0%	2.67	0.95
<b>Overall Reading Process</b>						<b>2.52</b>	<b>0.83</b>
<b>Assessment: Administer, Score, and Analyze</b>							
Formative	138	36.2%	47.8%	10.9%	5.1%	3.15	0.81
Summative	137	35.0%	48.2%	11.7%	5.1%	3.13	0.81
Benchmark	137	33.6%	43.8%	16.8%	5.8%	3.05	0.86
Progress monitoring	137	32.8%	47.4%	14.6%	5.1%	3.08	0.82
NDMTSS	130	29.2%	40.8%	12.3%	17.7%	2.82	1.05
Flexible grouping	135	27.4%	40.0%	21.5%	11.1%	2.84	0.96
Strategic intervention	135	28.9%	45.2%	19.3%	6.7%	2.96	0.87
<b>Overall Assessment: Administer, Score, and Analyze</b>						<b>3.01</b>	<b>0.71</b>
<b>Professional Learning Communities</b>							
Common planning time	139	28.8%	35.3%	20.1%	15.8%	2.77	1.04
Tools for self-reflection	139	18.7%	41.7%	28.8%	10.8%	2.68	0.90
Support to examine/analyze student work	139	18.0%	39.6%	28.1%	14.4%	2.61	0.94
Mentoring program	139	26.6%	36.0%	20.1%	17.3%	2.72	1.04
<b>Overall Professional Learning Communities</b>						<b>2.69</b>	<b>0.82</b>

Note: Due to rounding, percentages may not add up to 100.

Means and standard deviations were calculated for each major component with the **Professional Development** section. **Assessment: Administer, Score, and Analyze** had the highest mean ( $M = 3.01$ ;  $SD = 0.71$ ). All other means were below 3.00: (1) **Teaching and Learning Research-Based Strategies** ( $M = 2.87$ ;  $SD = 0.65$ ); (2) **Professional Learning Communities** ( $M = 2.69$ ;  $SD = 0.82$ ); and (3) **The Reading Process** ( $M = 2.52$ ;  $SD = 0.83$ ).

Another goal from the *North Dakota Comprehensive State Literacy Plan* was **Family and Community Engagement Strategies**. The plan includes eight strategies to which K-12 educators were asked to rate the extent to which they included those strategies in their school (see Table 38).

**Table 38. Family and Community Engagement Strategies**

The following items are components of family and community engagement strategies. Please rate the extent to which your school uses these strategies in engaging family and the community.	Responses					Descriptive Statistics		
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD	
<b>Strategy 1:</b> Using data to set priorities and focus strategies	134	32.1%	43.3%	20.1%	4.5%	3.03	0.84	
<b>Strategy 2:</b> Providing relevant, on-site professional development	135	23.7%	44.4%	24.4%	7.4%	2.84	0.87	
<b>Strategy 3:</b> Building collaborations with community partners	134	16.4%	42.5%	32.8%	8.2%	2.67	0.85	
<b>Strategy 4:</b> Using targeted outreach to focus on high-needs communities, children, early care, and education programs	133	14.3%	36.1%	35.3%	14.3%	2.50	0.91	
<b>Strategy 5:</b> Building one-on-one relationships between families and educators that are linked to learning	134	19.4%	45.5%	26.1%	9.0%	2.75	0.87	
<b>Strategy 6:</b> Setting, communicating, and supporting high and rigorous expectations	134	25.4%	41.8%	24.6%	8.2%	2.84	0.90	
<b>Strategy 7:</b> Addressing cultural differences	135	17.8%	43.7%	26.7%	11.9%	2.67	0.91	
<b>Strategy 8:</b> Connecting children and families to the community	133	20.3%	39.8%	32.3%	7.5%	2.73	0.87	
						<b>Overall</b>	<b>2.75</b>	<b>0.72</b>

Note: Due to rounding, percentages may not add up to 100.

Across components related to Family and Community Engagement Strategies, the overall mean was 2.75 ( $SD = 0.72$ ). Means ranged from 2.50 to 3.03. The highest rated component was “**Strategy 15: Using data to set priorities and focus strategies**” ( $M = 3.03$ ;  $SD = 0.84$ ). All the other items had means below 3.00.

The last goals outlined in the *North Dakota Comprehensive State Literacy Plan* focused on a **literacy timeline** for students divided by grade level (e.g., primary grades, intermediate grades, middle grades, and secondary grades). The next four tables show the results of K-12 educators’ reflections on the timeline. Table 39 focuses on **Primary Grades K-3**.

**Table 39. Literacy Timeline: Primary Grades K-3**

The following items are listed in the <i>ND Comprehensive State Literacy Plan</i> as part of the literacy timeline for students in Primary Grades K-3. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Plan the core literacy instruction all children will receive.	104	44.2%	43.3%	6.7%	5.8%	3.26	0.82
Plan core EL instruction to allow for access to literacy instruction.	104	22.1%	45.2%	20.2%	12.5%	2.77	0.94
Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	104	45.2%	38.5%	11.5%	4.8%	3.24	0.84
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	103	44.7%	41.7%	9.7%	3.9%	3.27	0.80
Alignment of strategies to curriculum framework, ND State Standards, and EL Development Standards.	104	37.5%	51.0%	6.7%	4.8%	3.21	0.77
<b>Overall</b>						<b>3.15</b>	<b>0.69</b>

Note: Due to rounding, percentages may not add up to 100.

The overall mean for **Primary Grades K-3** was 3.15 ( $SD = 0.69$ ). Means across the five items ranged from 2.77 to 3.27 with the highest rated item being, “**High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices**” ( $M = 3.27$ ;  $SD = 0.80$ ). Only one item received a mean below 3.00 and that was “**Plan core EL instruction to allow for access to literacy instruction**” ( $M = 2.77$ ;  $SD = 0.94$ ).

Six items were included in the **Literacy Timeline for Intermediate Grades 4-6**. The results for these grade levels are shown in Table 40.

**Table 40. Literacy Timeline: Intermediate Grades 4-6**

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in the Intermediate Grades 4-6. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics		
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD	
Plan the core literacy instruction all children will receive.	108	39.8%	46.3%	11.1%	2.8%	3.23	0.76	
Plan core EL instruction to allow for access to literacy instruction.	109	22.9%	44.0%	22.0%	11.0%	2.79	0.92	
Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	107	36.4%	47.7%	12.1%	3.7%	3.17	0.78	
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	107	37.4%	47.7%	12.1%	2.8%	3.20	0.76	
Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	106	32.1%	55.7%	9.4%	2.8%	3.17	0.71	
National Math + Science Initiative (NMSI)	107	15.0%	43.9%	17.8%	23.4%	2.50	1.01	
						<b>Overall</b>	<b>2.99</b>	<b>0.70</b>

Note: Due to rounding, percentages may not add up to 100.

The overall mean for **Intermediate Grades 4-6** was 2.99 ( $SD = 0.70$ ), indicating that the 109 people who responded these questions agreed with the statements *to some extent*. Means ranged from 2.50 to 3.23. “**High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices**” had the highest mean ( $M = 3.20$ ;  $SD = 0.76$ ). Two items were rated with means below 3.00. Those items are listed below:

- NMSI ( $M = 2.50$ ;  $SD = 1.01$ )
- Plan core EL instruction to allow for access to literacy instruction ( $M = 2.79$ ;  $SD = 0.92$ )

The same six items were asked of K-12 educators who work with **Middle Grades 7-8**. Results from the **Middle Grades 7-8 Literacy Timeline** are shown in Table 41.

**Table 41. Literacy Timeline: Middle Grades 7-8**

The following items are listed in the <i>ND Comprehensive State Literacy Plan</i> as part of the literacy timeline for students in the Middle Grades 7-8. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics		
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD	
Plan the core literacy instruction all children will receive.	79	39.2%	43.0%	15.2%	2.5%	3.19	0.79	
Plan core EL instruction to allow for access to literacy instruction.	79	25.3%	35.4%	26.6%	12.7%	2.73	0.98	
Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	79	39.2%	40.5%	19.0%	1.3%	3.18	0.78	
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	79	36.7%	41.8%	17.7%	3.8%	3.11	0.83	
Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	78	35.9%	48.7%	12.8%	2.6%	3.18	0.75	
National Math + Science Initiative (NMSI)	79	20.3%	45.6%	16.5%	17.7%	2.68	0.99	
						<b>Overall</b>	<b>3.01</b>	<b>0.66</b>

Note: Due to rounding, percentages may not add up to 100.

The overall mean for the **Middle Grades 7-8** was 3.01 ( $SD = 0.66$ ), which means, that in general, respondents indicated they agreed with the statements *to some extent*. Means ranged from 2.68 to 3.19 with the highest rated item being “**Plan the core literacy instruction all children will receive**” ( $M = 3.19$ ;  $SD = 0.79$ ). Again, two items were rated with means below 2.00. Those items follow:

- NMSI ( $M = 2.68$ ;  $SD = 0.99$ )
- Plan core EL instruction to allow for access to literacy instruction ( $M = 2.73$ ;  $SD = 0.98$ )

The concluding section in the **Alignment to State Literacy Goals** was **Literacy Timeline: Secondary Grades 9-12**. The *ND Comprehensive State Literacy Plan* listed six items for this timeline, which are shown in Table 42 below.

**Table 42. Literacy Timeline: Secondary Grades 9-12**

The following items are listed in the <i>ND Comprehensive State Literacy Plan</i> as part of the literacy timeline for students in the Secondary Grades 9-12. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Plan the core literacy instruction all children will receive.	80	41.3%	42.5%	12.5%	3.8%	3.21	0.81
Plan core EL instruction to allow for access to literacy instruction.	79	24.1%	38.0%	22.8%	15.2%	2.71	1.00
Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	80	36.3%	45.0%	16.3%	2.5%	3.15	0.78
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	80	35.0%	41.3%	18.8%	5.0%	3.06	0.86
Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	79	39.2%	43.0%	11.4%	6.3%	3.15	0.86
Center for Research, Evaluation, Assessment, and Measurement (CREAM) and National Math + Science Initiative (NMSI)	79	19.0%	53.2%	10.1%	17.7%	2.73	0.97
<b>Overall</b>						<b>3.00</b>	<b>0.69</b>

Note: Due to rounding, percentages may not add up to 100.

Across the items, the overall mean was 3.00 ( $SD = 0.69$ ). Means ranged from 2.71 to 3.21 with the highest mean being “**Plan the core literacy instruction all children will receive**” ( $M = 3.21$ ;  $SD = 0.81$ ). Two items were rated with means below 3.00, and those items are bulleted below:

- Plan core EL instruction to allow for access to literacy instruction ( $M = 2.71$ ;  $SD = 1.00$ )
- CREAM and NMSI ( $M = 2.73$ ;  $SD = 0.97$ )

## ND State Literacy Goals

Overall, means for the literacy goals from the *ND Comprehensive State Literacy Plan* ranged from 2.52 to 3.41. Accounting for the multiple parts within the Standards Alignment, Professional Development, and Literacy Timelines sections, there were 17 total sections. All 17 sections are listed in Table 43 ranked from highest to lowest mean.

**Table 43. Literacy Goals Ranked by Mean**

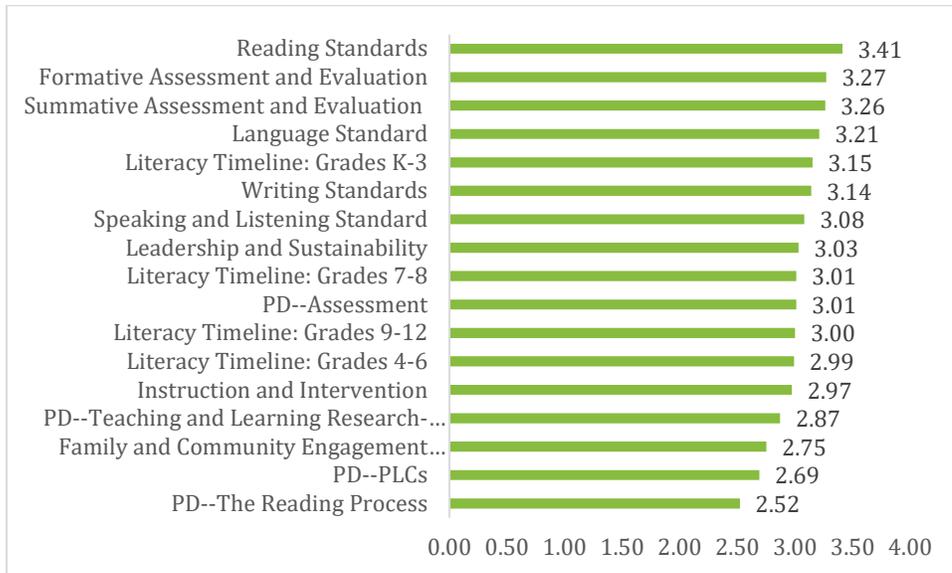
Goal	Descriptive Statistics	
	<i>M</i>	<i>SD</i>
Reading Standards	3.41	0.60
Formative Assessment and Evaluation	3.27	0.61
Summative Assessment and Evaluation	3.26	0.55
Language Standard	3.21	0.67
Literacy Timeline: Primary Grades K-3	3.15	0.69
Writing Standards	3.14	0.70
Speaking and Listening Standard	3.08	0.77
Leadership and Sustainability	3.03	0.68
Professional Development—Assessment: Administer, Score, and Analyze	3.01	0.71
Literacy Timeline: Middle Grades 7-8	3.01	0.66
Literacy Timeline: Secondary Grades 9-12	3.00	0.69
Literacy Timeline: Intermediate Grades 4-6	2.99	0.70
Instruction and Intervention	2.97	0.59
Professional Development—Teaching and Learning Research-Based Strategies	2.87	0.65
Family and Community Engagement Strategies	2.75	0.72
Professional Development—Professional Learning Communities	2.69	0.82
Professional Development—The Reading Process	2.52	0.83

**Reading Standards** had the highest mean ( $M = 3.41$ ;  $SD = 0.60$ ). In total, 11 goals had means above 3.00. However, five of the goals had means below 3.00. Three of the four professional development goals had means below 3.00. All the items who were rated with means below 3.00 are listed below:

- Literacy Timeline: Intermediate Grades 4-6 ( $M = 2.99$ ;  $SD = 0.70$ )
- Instruction and Intervention ( $M = 2.97$ ;  $SD = 0.59$ )
- Professional Development—Teaching and Learning Research-Based Strategies ( $M = 2.87$ ;  $SD = 0.65$ )

- Family and Community Engagement Strategies ( $M = 2.75$ ;  $SD = 0.72$ )
- Professional Development— Professional Learning Communities ( $M = 2.69$ ;  $SD = 0.82$ )
- Professional Development—The Reading Process ( $M = 2.52$ ;  $SD = 0.83$ )

Figure 1 provides a visual representation of how the means compare for each goal. The overall difference between the highest and lowest mean is 0.89.



**Figure 1. ND State Literacy Goals Ranked by Mean**

## Section V. Kindergarten Readiness Assessment

The purpose of the Spring 2018 North Dakota K-12 Literacy Needs Assessment section on kindergarten readiness was to collect data to learn how schools and/or districts across the state conduct kindergarten readiness assessments. Only people who indicated that they worked with Primary Grades K-3 were asked to complete this section. Three questions were included this session. The first one inquired about how kindergarten readiness is assessed. Question two focused on when children were assessed for kindergarten while the last question explored how the assessment was used in the program or district.

Table 44 shows the results to the question, “How is kindergarten readiness assessed in your district?” Provided responses included: (1) I don’t know; (2) DPI Kindergarten formative assessment (pilot program); and (3) Kindergarten formative assessment (please specify).

**Table 44. How Kindergarten Readiness is Assessed**

How is kindergarten readiness assessed in your district? (N = 106)	N	Percentage
I don’t know.	61	57.5%
DPI Kindergarten formative assessment (pilot program)	1	0.9%
Kindergarten formative assessment (please specify): See Table 45 for a listing of “other” specifications	44	41.5%

Note: Due to rounding, percentages may not add up to 100.

Of the 106 people who answered this question, over half (58%) said that they **did not know** how kindergarten readiness was assessed in their district. Only one person reported that the district used the **DPI Kindergarten formative assessment (pilot program)**. The remaining 42 percent indicated “**other**” formative assessment options. People who selected that option were asked to specify what they used. A listing of the responses can be found in Table 45.

**Table 45. Kindergarten Formative Assessment Descriptions**

How is kindergarten readiness assessed in your district? Responses to “Other” option. (N = 37 written responses)
AIMSweb
Assessment through our preschool program
Bracken
Brigance K-1 (N = 6)
CPAA Assessment
Created by kindergarten teachers in the district
Developmental Indicators for the Assessment of Learning (DIAL) (3 <sup>rd</sup> and 4 <sup>th</sup> editions reported) (N = 5)
DIAL Screening and Preschool Assessment
District developed
ESGI
Gearing Up for Kindergarten (N = 3)
Kindergarten teacher meets with each incoming kindergarten student and assesses.

How is kindergarten readiness assessed in your district? Responses to “Other” option. (N = 37 written responses)
Kindergarten Round-Up (N = 2)
Kindergarten screening by Get Special Education (GST) unit
NWEA
Pre-K screening (N = 3)
School written test
Skill assessment
Teacher made
There is no readiness assessment.
We created our own readiness test.
We use Brigance and a screening process including four areas—social/emotional/academic/fine motor/large motor/focus/attention
We use the Phelps Kindergarten Readiness scale.

Although there are numerous formative assessments listed, seven reported using Brigance and five reported using DIAL. A few of the “other” responses indicated that the assessment was created by the teacher, school, or district (e.g., “We created our own readiness test” or “teacher made”). Several other assessments were listed by one respondent.

Next, K-3 educators were asked when kindergarten readiness was assessed in their district. Five answers were provided as options: (1) I don’t know; (2) during pre-kindergarten; (3) summer prior to entering kindergarten; (4) beginning of kindergarten; and (5) other (please specify). Results are shown in Table 46. The listing of “other” responses can be found in Table 47.

**Table 46. When Kindergarten Readiness is Assessed**

When is kindergarten readiness assessed in your district? (N = 106)	N	Percentage
I don’t know.	45	42.5%
During Pre-Kindergarten	25	23.6%
Summer prior to entering kindergarten	11	10.4%
Beginning of kindergarten	14	13.2%
Other (please specify): See Table 47 for a listing of “other” specifications	11	10.4%

Note: Due to rounding, percentages may not add up to 100.

Of the 106 responses, 43% said that they **did not know** when kindergarten readiness was assessed in the district. Almost a quarter (24%) reported **during pre-kindergarten**. Another 13 percent said that kindergarten readiness was assessed at the **beginning of kindergarten** and 10 percent selected “**summer prior to entering kindergarten**”. The other respondents selected the “**other**” option. Their written responses are listed in Table 47.

**Table 47. “Other” When Kindergarten Readiness is Assessed**

When is kindergarten readiness assessed in your district? Responses to “Other” option. (N = 11 written responses)
February prior to entering kindergarten
Gearing Up
It does not occur (N = 2)
Kindergarten Round Up
Spring before kindergarten (N = 5)
Two days before school starts

Two of the written responses said that kindergarten readiness assessment **does not occur**. Five of the write-in answers said, “**spring before kindergarten**”. The other written responses included, “February prior to entering kindergarten,” “Gearing Up,” “Kindergarten Round Up,” and “two days before school starts.”

The last question regarding kindergarten readiness assessment focused on how kindergarten assessment was used. In addition to writing in an “other” response, survey participants could also select “I don’t know,” “kindergarten placement,” or “Title I eligibility.” Results are shown in Table 48 below.

**Table 48. How Kindergarten Readiness Assessment is Used**

How is the kindergarten readiness assessment used in your district? (N = 107)	N	Percentage
I don’t know.	62	57.9%
Kindergarten placement	22	20.6%
Title I Eligibility	9	8.4%
Other (please specify): See Table 49 for a listing of “other” specifications	14	13.1%

Note: Due to rounding, percentages may not add up to 100.

Over half (58%) said that they “**don’t know**” how kindergarten readiness assessment is used in the district. Approximately a fifth (21%) reported that it is used for **kindergarten placement** and eight percent selected “**Title I Eligibility**”. Another 13 percent selected “**other**.” The written “other” responses are shown in Table 49.

**Table 49. “Other” How Kindergarten Readiness is Used**

How is the kindergarten readiness assessment used in your district? Responses to “Other” option. (N = 11 written responses)
Allows us to screen for services and prepares the kindergarten teacher.
Assess possible difficulties and readiness.
Brigance K/I
Determines flexible groupings.

**How is the kindergarten readiness assessment used in your district?**

Responses to “Other” option.

(N = 11 written responses)

Determining where the student is.

It is not used (N =2)

Place different needs within different classrooms. Students are placed into intervention as needed.

Rtl, Title services, other services

Speech placement

Strategic placement for meeting literacy and math needs.

The written responses varied from “it is not used” to “speech placement.” A few of the comments indicated the assessments were used to place students based on their needs (i.e., “strategic placement for meeting literacy and math needs” or “assess possible difficulties and readiness”).

## Section VI. Needs and Resources

The last section of the survey asked K-12 educators questions about what they perceived to be their greatest needs regarding literacy and what resources would help them better support literacy. Two of the questions were force-choice but included an “other” option for survey respondents to type in additional thoughts. The remaining two questions were open-ended and allowed survey respondents to write out additional, in-depth comments about their literacy needs and resources that would help them better support literacy.

### Biggest Needs Regarding Literacy

The first question in this section asked respondents to reflect on their biggest needs regarding literacy. One hundred thirty-two people answered this question. Table 50 shows the frequency and percentage of the respondents for each choice. Responses are listed from highest to lowest frequency.

**Table 50. Biggest Needs Regarding Literacy**

What are your biggest needs regarding literacy? Select all that apply. (N = 132)	N	Percentage
Training/professional development	90	68.2%
Collaboration with colleagues	78	59.1%
Curriculum selection/development	56	42.4%
Curriculum implementation	49	37.1%
Coaching	45	34.1%
Support by parents and community	44	33.3%
Leadership	29	22.0%
Policy changes at the state level	16	12.1%
Policy changes at the school level	14	10.6%
Policy changes at the state level	10	7.6%
Other (please specify): See list of “other” specifications in Table 51	8	6.1%

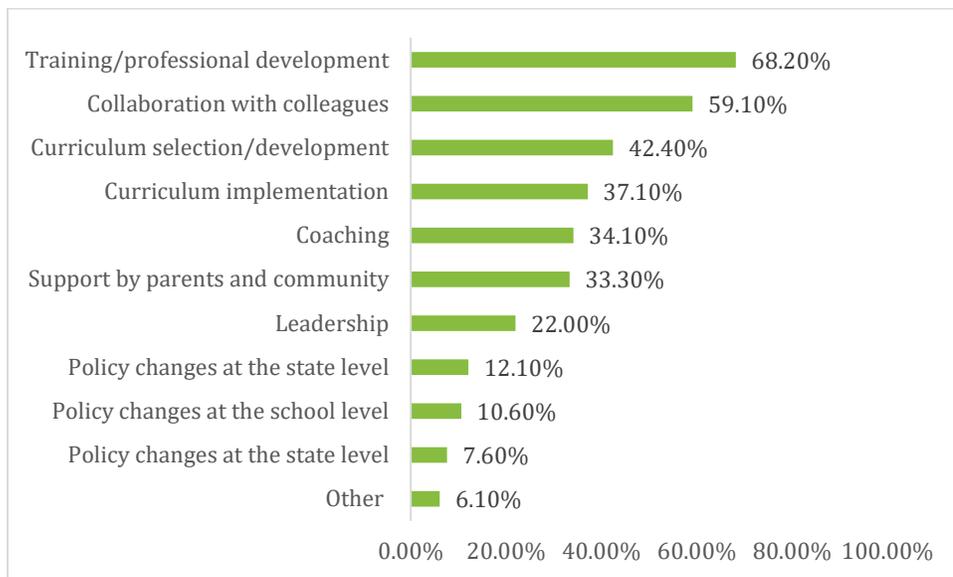
Note. Respondents could choose more than one option so percentages may not add up to 100.

It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. The majority of respondents (68%) said that **training/professional development** was their biggest need regarding literacy. Other needs that had a fairly sizable percentage of the respondents selecting included: (1) **collaboration with colleagues** (59%); (2) **curriculum selection/development** (42%); (3) **curriculum implementation** (37%); (4) **coaching** (33%); and (5) **leadership** (22). Table 51 lists the “other” options that respondents wrote and Figure 2 below graphically displays the responses.

**Table 51. Biggest Needs Regarding Literacy “Other” Responses**

What are your biggest needs regarding literacy? Responses to “Other” options. (N = 8 written responses)
Guidance on successful implementation of literacy across contents/High school interventions and progress monitoring/successful and available intervention materials that will get students to grade level. Intervention curriculum.
More vocabulary, less Jan Richardson.
New curriculum
Revision to current curriculum to meet the educational needs of students. Current Understanding by Design curriculum is not meeting the vocabulary needs of the students in any subject area.
Time
Time to plan a fully integrated program and to learn and revisit it.
Training before administration since we are the ones with our feet on the group first.

Time was a need addressed by two respondents. Other comments tended to focus on being training and having guidance on successful implementation. Another person emphasized that the current curriculum, Understanding by Design, was not meeting the needs of students.



**Figure 2. Literacy Needs**

The next survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about their needs regarding literacy. Twenty-three survey respondents included comments. Verbatim comments are included in Table 52.

**Table 52. Literacy Needs (Open-Ended)**

**If you have other comments about your needs regarding literacy, please type them in the box below. (N = 23)**

An instructional coach (K-5) and grade level interventionists (K-5).

Awareness in early childhood. More human resources to increase number of “literacy hits” for children—more often we can interact and get student responses, the more the student can process.

Focus in our district is not on ELA or literacy development at all. So much emphasis is placed on social/emotional needs and classroom management that literacy seems to take a back burner.

Professional development/coaching is needed on good instructional practices. Literacy curriculum needs to be replaced at the elementary level so that it better aligns to state standards as well as meeting the needs of these particular learners.

For grades K-2, it would be a lot easier to accomplish all the goals needed to improve literacy if we did not have science, social studies, and health standards to include also.

- Guidance on successful implementation across contents.
- High school interventions and progress monitoring.
- Successful and available intervention materials that will get students to grade level (particularly grades 7-12).
- We have a strong hold on literacy in the elementary school. We have a 30-minute block of intervention time, but still would like guidance on specific intervention curriculum that is feasible to small schools.
- We would like guidance on realistic interventions for grades 7-12, although our overall goal is to reach all students in the elementary years.

I feel that we do not have enough support in the area of helping students with dyslexia. Our state doesn't have legislation yet in this area. We have students who are bright, yet struggle with reading and our educators need more support and training to help these students. Every district should have a qualified educator training in diagnosing and providing appropriate interventions.

I strongly believe dyslexia should be an identified category statewide. A standard assessment along with observed dyslexic tendencies should be used in the early years. Teachers should become trained and use a solid, multi-sensory, explicitly taught reading program that is based on Orton Gillingham to insure early success of all students (or use these techniques in conjunction with their current reading program).

Using a phonological awareness developing program early on in the PreK years is also vital to reading success. Not near enough emphasis is placed in curriculum or with instruction in this vital reading component.

I would like more professional development.

Need funded prekindergarten programs.

Not so many resources to pull from and a more well-rounded curriculum. Also, a stronger conventions curriculum, and parts of speech and writing need to be present again so students have a strong foundation for writing structure.

Only been here five months, still learning about all that is here.

Our biggest area of need is finding quality, research-based affordable intervention models.

Our school's current curriculum is outdated, and not aligned with the Common Core Standards (or any new standards that may come out). Most of what I teach, is supplemented to meet the standards in all areas. Our school has a very high poverty rate, and as a result, we see many students with little to no support in literacy at home. For this reason, I think we need a new intensive curriculum. I believe we need a new, current, reading curriculum that is built with strong phonics and fluency instruction for the lower grades.

**If you have other comments about your needs regarding literacy, please type them in the box below. (N = 23)**

Also, many teachers are new to education, so that is why I clicked on various areas in need for question 36.

Teachers in all disciplines need to learn how to integrate sentence/paragraph structure in curriculum. Teachers must require students to speak using correct grammar.

Technology and support in planning.

The district is currently working on selecting from three reading curriculum choices. There is particular focus on ensuring quality writing support and incorporation of technology.

The state standards might say a 9th grade student assumes to know the alphabet a-z and needs to apply that knowledge to read "cat". Our students only know a-d. How do we teach our 9th grade student to read "cat", when they have not yet learned "t"? Therefore, we are not able to teach the 9th grade standard, "cat", but 4th grade standard, "e-z". This means we are NOT TEACHING the state 9th grade standard or leaving the student behind by teaching something that the student is clearly not prepared to learn, but "teach the standard". Therefore, the state standard must be modified to include needed remediation and still be considered a 9th grade standard.

This survey would benefit from an IDK selection.

Training on creating a home connect would be nice for our district, or giving a program to help with the program. Training on early literacy is also needed, especially with so many new staff members coming into our district.

Vertical alignment.

We have high poverty so students come to us delayed, with low vocabulary, and not ready to read. We need strategies to help these students make up the gap and to achieve their basic educational goals.

We need to develop a culture of reading not just in our classrooms, but in our schools, communities, and state. The culture is the biggest thing that needs to be changed. We have a sports culture--people love to connect over accessible activities (like sports). We have a culture that loves to connect over stories, but North Dakota has traditionally not been a state that celebrates and gathers over reading and writing. Until the culture is one of literacy, other changes won't have as much effect.

We also need to know our students and our communities better. We as educators and schools need to read our culture and our context in order to connect better with the needs of the community.

The comments were quite varied, but there seemed to be a resonating theme on not meeting the needs of students who are not at grade level. For example, the following comments address this issue:

- *The state standards might say a 9th grade student assumes to know the alphabet a-z and needs to apply that knowledge to read "cat". Our students only know a-d. How do we teach our 9th grade student to read "cat", when they have not yet learned "t"? Therefore, we are not able to teach the 9th grade standard, "cat", but 4th grade standard, "e-z". This means we are NOT TEACHING the state 9th grade standard or leaving the student behind by teaching something that the student is clearly not prepared to learn, but "teach the standard". Therefore, the state standard must be modified to include needed remediation and still be considered a 9th grade standard.*
- *We have high poverty so students come to us delayed, with low vocabulary, and not ready to read. We need strategies to help these students make up the gap and to achieve their basic educational goals.*

Two comments also addressed issues with dyslexia. They stated that more emphasis and support needed to be given to teachers who work with students that struggle with it:

- *I strongly believe dyslexia should be an identified category statewide. A standard assessment along with observed dyslexic tendencies should be used in the early years. Teachers should become trained and use a solid, multi-sensory, explicitly taught reading program that is based on Orton Gillingham to insure early success of all students (or use these techniques in conjunction with their current reading program).*
- *I feel that we do not have enough support in the area of helping students with dyslexia. Our state doesn't have legislation yet in this area. We have students who are bright, yet struggle with reading and our educators need more support and training to help these students. Every district should have a qualified educator training in diagnosing and providing appropriate interventions.*

Other comments focused on involving more families. They make the argument that literacy needs to start at home:

- *Training on creating a home connect would be nice for our district, or giving a program to help with the program. Training on early literacy is also needed, especially with so many new staff members coming into our district.*
- *We need to develop a culture of reading not just in our classrooms, but in our schools, communities, and state. The culture is the biggest thing that needs to be changed. We have a sports culture--people love to connect over accessible activities (like sports). We have a culture that loves to connect over stories, but North Dakota has traditionally not been a state that celebrates and gathers over reading and writing. Until the culture is one of literacy, other changes won't have as much effect.*
- *We also need to know our students and our communities better. We as educators and schools need to read our culture and our context in order to connect better with the needs of the community.*

The final multiple option question asked survey participants “what other resources do you need in order to better support literacy?” Table 53 shows the answers from the highest number of respondents to the fewest number of respondents.

**Table 53. Resources Needed to Better Support Literacy**

What other resources do you need in order to better support literacy? Select all that apply. (N = 126)	N	Percentage
Training/professional development	84	66.7%
Collaboration opportunities/professional learning communities	67	53.2%
Strategies	65	51.6%
Lesson ideas	61	48.4%
Situation support (ex. I have a child who . . .)	55	43.7%
Staff	49	38.9%
Data access	23	18.3%
Other	8	6.3%

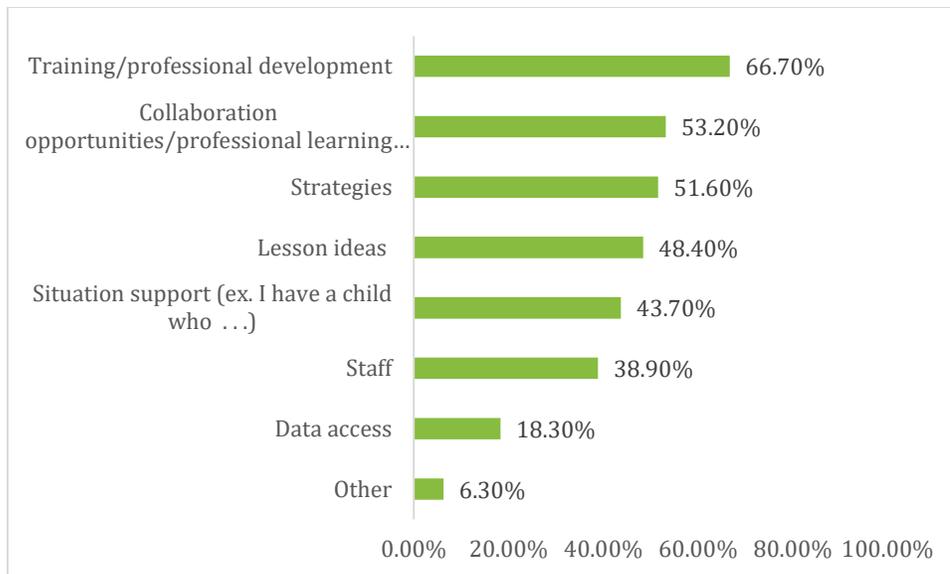
Note. Respondents could choose more than one option so percentages may not add up to 100.

It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. Two thirds (67%) indicated that **training/professional development** was a needed resource. Over half selected the following resources as a need: (1) **collaboration opportunities/professional learning communities** (53%) and (2) **strategies** (52%). Still, over a third selected the following three items as needed resources to better support literacy: (1) **lesson ideas** (48%); (2) **situation support** (44%); and **staff** (39%). Smaller percentages chose **data access** (18%) and “**other**” (6%). The “**other**” write-in options are listed in Table 54 and Figure 3 below provides a visual representation of the needs suggested by survey respondents.

**Table 54. “Other” Resources Needed to Better Support Literacy**

What other resources do you need in order to better support literacy? Response to “other” option. (N = 8)
Budget for materials
Coaches that actually coach
Data interpretation
Guided reading books
K-8: Not passing students onto ninth grade. [They] are only able to do 3-6th grade work.
More materials
Time (N = 2)

Two of the respondents wrote “time.” Other comments related to needed materials: “budget for materials,” “guided reading books,” and “more materials.” One comment stated “data interpretation” while another comment wanted “coaches that actually coach.” The final comment emphasized the fact that some students are not working at the appropriate grade level, “K-8: Not passing students onto ninth grade. [They] are only able to do 3-6th grade work.”



**Figure 3. Resource Needs**

The last survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about what resources they needed to better support literacy. Six survey respondents included comments. Verbatim comments are included in Table 55.

**Table 55. Resources (Open-Ended)**

If you have other comments about resources you need to better support literacy, please type them in the box below. (N = 6)
I believe that if resources were not “optional” and usage was monitored, required, and ensured by administration, we would see our children making gains to be better prepared for future endeavors. I feel our school really needs a program like System 44 and early reading intervention. I have seen them in other schools, and they have worked wonders. The district states it costs too much money. I know the adjustments to the CC are not possible because of the 15% variation limit in their copyright. But that is what it will take.
More technology.
This survey could use an “I don’t know” selection choice. Many of these questions were difficult for a classroom teacher to know the answer.
We are so short on staff in order to service all our students with their varying levels of literacy needs. We never receive training on new curriculum.

The comments varied. One discussed the importance of early reading interventions while another commented on staff shortages and lack of training.

# Summary of Findings

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## General Background Information

The first section of the 2018 Spring K-12 Literacy Needs Assessment asked survey respondents to address seven questions. Those questions included:

- (1) In what district do you work?
- (2) What is your title?
- (3) What is your highest level of educational attainment?
- (4) What grade level(s) do you teach?
- (5) Do you work with special education students?
- (6) Do you work with ELs?
- (7) What are your views on literacy?

A brief summary of the findings from questions two through seven are provided below. A list of the districts represented by the survey respondents can be found in Appendix B.

### Title

Of the 298 K-12 North Dakota educators who responded to this question, over 40 percent (43%) said they were **teachers**. Almost a quarter (24%) indicated they were a **principal** while approximately another quarter (24%) reported they were **Title I specialists**. Small percentages of the respondents described their titles as the following: (1) **assistant principal** (1%); **paraprofessional** (1%); **coach** (4%); **supplemental teacher** (1%); and **strategist** (5%).

**Related service providers** included a variety of positions. Three of the respondents indicated they worked in **special education**, two worked with **ELLs**, and two were **speech/language pathologists**. Other **related service providers** included an **assistant superintendent**; a **librarian**; a **teacher of the visually impaired**, and a **Title I coordinator**. Another person indicated that he or she worked with the **Regional Education Association**.

The “**other**” written responses included a variety of educational positions. Several respondents (N = 5) reported they were **librarians** while six survey respondents said they were **superintendents**. Two of the North Dakota educators who responded to the survey indicated they were **assistant superintendents**. Other positions included a **504 worker**; **CTE director**; **cultural coordinator**; **dean of students**; **director**; **EL coordinator/teacher**; **high school special education strategist**; **interventionist**; **principal designee**; **reading specialist**; **remedial reading teacher**; **special education teacher and counselor**; **teacher of the visually impaired**; and a **Title I teacher/elementary teacher/reading interventionist**.

## Educational Attainment

Most of the survey respondents (95%) had either a **bachelor's degree** (48%) or a **master's degree** (47%). Eight educators (3%) held **doctorates** while one person reported a **high school diploma** as his/her highest degree (1%) attained. There were six “**other**” responses. Four of those included having an **education specialist degree** while one was a **specialist in education leadership**. Another respondent indicated they had received a **graduate certificate in Native American Studies**.

## Grade Level(s) Taught

At least one hundred educators who responded to the survey taught in the following grade levels: **first** (42%); **second** (42%); **third** (40%); **fourth** (37%); **kindergarten** (38%); or **fifth** (35%). Between 65 and 86 teachers taught middle schools grades: **sixth** (30%); **eighth** (23%); and **seventh** (22%). The following percentage of respondents reported they worked in high school grade levels: **twelfth** (20%); **eleventh** (20%); **tenth** (19%); and **ninth** (19%). It is important to note that the survey respondents were asked to select **all** grade levels in which they worked so some teachers may have reported that they teach in multiple grades. Another 61 respondents selected “**other**” as their response.

Thirty-six “**other**” respondents related to an **administration position**. Some of the written responses only said “**admin**” while others **specified principal** or **assistant principal**. No more than three respondents described any other position.

## Special Populations

The next two questions asked respondents to indicate if they worked with special education students or ELs. These questions were asked to get a sense of the number of teachers who may be assigned to work with special education or EL populations. The majority (79%) of the respondents indicated that they **work with special education students**. Just over a fifth of the respondents (21%) reported that they **do not work with special education students**.

The responses for the number of educators who work with ELs was more evenly divided with just under half (47%) reporting that they **work with ELs**. Fifty-three percent of the educators indicated that they **did not work with ELs**.

## Literacy Perceptions

Finally, the last set of questions in this first section of the survey asked respondents a series of eleven questions related their views on literacy. The overall mean for respondents' views on literacy was 3.38 ( $SD = 0.47$ ) indicating that responses were between *agree* and *strongly agree*. “**Literacy is an integral part of my content area**” had the highest mean. The items with the lowest means were reverse-coded meaning that 62 percent of the respondents *agreed* or *strongly agreed* with the statement “**I view literacy instruction as an additional task to my content area**”

**teaching**". This could be interpreted as the respondents believe content area teaching and literacy are two separate entities. Similarly, over half (52%) of the respondents *agreed* or *strongly agreed* that **"There is not enough time to cover required content in my subject area and provide literacy instruction"**.

## Professional Development

The second section of the survey asked respondents two questions regarding their professional development experiences. First, respondents were asked in which literacy-related professional development opportunities has their district/school participated. **NDMTSS** was the literacy-related professional development session most selected by the respondents (67%). This was followed by **Reading and Writing Strategies across the Content Areas/Grades** (52%) and **Social and Emotional Learning** (40%). Participants also said they had attended **Literacy Data Analysis** (27%) and **Improving Academic Literacy** (24%) professional development sessions.

Only 12 percent reported **"other"** literacy-related professional development. Six survey participants indicated they **did not know or had not participated** in any professional development, and two participants had completed **Steve Dunn Writing** professional development. Other items were only listed once.

Second, to further explore literacy-related professional development, the survey participants next were asked what types of professional development had they received (i.e., how the professional development had been delivered) related to literacy instruction. Almost two thirds (65%) indicated that they had participated in **book studies**. Half or more of the respondents reported that they had participated in **face-to-face training** (52%); **instructional coaching** (52%); and **literacy conferences** (50%). Nineteen respondents also selected **"other"**. Of the 18 written **"other"** comments, four reported responses of **not applicable or none**. Other responses focused on their **educational backgrounds** (e.g., college, degrees) or **independent research**. The remaining comments tended to focus on more generic professional development without specifications on how the professional development was delivered.

## Program Curricula and Assessments

This section of the K-12 Literacy Needs Assessment focused on what types of curricula educators used in their programs. Specific questions related to whether staff members purchased or used locally-developed curriculum, if they received training on how to use the curriculum, how long they have used the curriculum, if the curriculum includes literacy components, and how the curricula is assessed. Summaries from each section are provided below.

### General Curriculum

The first question asked survey respondents what type of curricula they used in the program. A total of 227 K-12 educators responded to this question. Most of the respondents selected **"I use purchased curriculum and curriculum that has been created for the program"** (51%)

indicating that programs use a mix of curricula. Approximately a quarter reported that they use “**purchased curricula**” (24%). A smaller percentage of respondents reported that they “**developed curriculum for the program**” (13%) or “**My organization or district developed curriculum for the program**” (12%).

If respondents indicated that they had purchased curriculum, they were next asked what curriculum they used. Programs seemed to use a variety of purchased curriculum. Oftentimes, the survey respondents listed two or more types of curricula used in the program so they may select and use multiple curricula depending upon the needs of the students or the goals of the program.

The next question asked if the program staff had received training in how to use the curriculum. Almost two thirds (61%) said that they **had received training in the curriculum**. Just over a third (39%) reported that they **had not received training in how to use the curriculum**.

Respondents were next asked if the training adequately prepared them to use the curriculum. For this question, over half (56%) of the survey participants said that they **had received adequate training to prepare them to use the curriculum**. However, 44 percent of the respondents reported that the **training did not adequately prepare them to use the curriculum**.

To assess why people may have indicated the training was not adequate, the next question on the needs assessment asked participants “if you did not receive adequate training on the curriculum, why not? Select all that apply.” Most of the respondents (44%) said that they did not receive training because **it was not offered**. Nearly a third (32%) indicated that **although they did receive training, it did not prepare them to use the curriculum**. Only 6 percent of the survey respondents indicated that training was **too expensive**.

Almost a quarter (69%) selected “**other**” and wrote in a reason why the training was inadequate. Several of the written responses referred to the respondents as being **new to the district or school**. Other people commented that the training had happened **awhile ago and/or not all staff received training**. Overall, the survey respondents had a variety of reasons as to why they did not think the training was adequate.

The next question asked survey participants to reflect on how long they have used the curriculum. Approximately 40 percent of the respondents reporting using the curriculum for **one to three years**. Similar percentages of respondents reported using the curriculum for **more than five years** (22%); **less than a year** (20%); or **three to five years** (18%).

## **Literacy Components**

Because there are multiple ways literacy can be covered or embedded within curriculum, NDDPI dug deeper into the literacy components by asking programs to state which literacy component(s) from the K-12 Standards are covered by their curriculum. The literacy components that the survey participants were asked to reflect upon align with literacy components from the *North Dakota Comprehensive State Literacy Plan*.

For **reading standards**, all three literacy components had over 70 percent of the respondents indicating that their curriculum covered them. For example, 78 percent said the curriculum they used covered **literature**, 74 percent reported that the curriculum covered **informational texts**, and 71 percent indicated the curriculum covered **foundational skills**.

Responses to the **writing standards** were more diverse. While 64 percent of the K-12 educators said that the curriculum covered **responding to reading**, 53 percent reported the curriculum covered **text types**. Less than half (49%) selected **responding to research** as a writing component covered by the curriculum.

The **Speaking and Listening** standard only had one component: Flexible Communication and Collaboration. Just under half (49%) of the respondents said that the curriculum covered that component.

**Language** was the last standard covered. Two thirds (68%) of the K-12 educators reflected that vocabulary was covered by their curriculum. Approximately half of the survey participants reported that their curriculum covered **conventions** (55%) or **effective use** (50%).

Next, the K-12 educators were asked to reflect on the extent to which they thought their curriculum improved the literacy competencies of the students they served. Components related to the **Reading Standard** had the highest overall mean ( $M = 3.20$ ;  $SD = 0.65$ ). This was followed by the **Language Standard** ( $M = 3.01$ ;  $SD = 0.66$ ) and **Writing** ( $M = 2.91$ ;  $SD = 0.72$ ). Although **Speaking and Listening** only had one component, the standard had the lowest overall mean ( $M = 2.85$ ;  $SD = 0.77$ ).

## Curriculum Assessment

Understanding more about literacy assessment in K-12 throughout North Dakota was part of the K-12 Literacy Needs Assessment. First, survey respondents were asked to indicate which assessment(s) they used to assess literacy.

Over three quarters of the respondents indicated that they used the **NDSA** (78%) and/or **NWEA** (77%). Over half (52%) selected **STAR Reading** as one of the assessments they used. Two other assessments had over a quarter of the respondents reporting it as a literacy assessment used in their school/district: (1) **DIBELS** (34%) and (2) **Running Records** (27%). Other assessments selected included: (1) **Brigance** (10%); **DAR** (1%); (3) **DRA** (7%); (4) **PALS** (3%); (5) **RIGBY** (8%); (6) **SAT** (6%); (7) **SRI** (8%); and (8) **TORCS** (4%).

A third of the survey participants said they used “**other**” assessments. Fifty-nine of those respondents included additional assessments. Of those 59 written assessments, 30 of them were AIMSweb. Another aspect to note from the written assessments is that several people wrote in multiple assessments indicating that students are not assessed on one assessment.

## Formative Assessment

Survey respondents also were asked a series of questions about their use of formative and summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Approximately half of the respondents said they do **formative assessments** either **daily** (25%) or **weekly** (24%). Smaller percentages of respondents said they do **formative assessments** monthly (16%); **twice a month** (10%); or **twice a year** (9%). Only one respondent reported doing **yearly** assessments (1%).

The remaining 16% indicated “**other**” timeframes. Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**on-going and flexible**” or “**varies by student**.” A few of the responses specified instructions for specific assessments (i.e., “**STAR—Monthly to six weeks**” or “**Reading Recovery does daily running record**”).

Continuing with **formative assessment**, survey respondents were asked the extent to which they thought that the **formative assessment** they used adequately measured the progress of the students they served. Almost all (91%) of the respondents said the formative assessment(s) adequately measured the progress of the students served *to a great extent or to some extent*. Nine percent indicated the assessments only measure students’ progress *to a little extent*. No respondents said the assessment measured the progress of the students’ served *not at all*.

## Summative Assessment

The next set of questions asked survey respondents specifically about their use of summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Just over a quarter (26%) reported that they summatively assess the students they teach **weekly**. Over a fifth (21%) said they summatively assess students **monthly**. While 14 percent indicated summative assessment are conducted **twice a month**, only 12 percent said they conduct summative assessments **twice a year**. In some classrooms, summative assessments are conducted daily (6%) or **yearly** (3%).

The remaining 17% indicated “**other**” timeframes. Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**after teaching the unit**” and “**on-going and flexible**”. One respondent said that “**I don’t use summative assessments in this area in my class, though the school district does.**”

Continuing with **summative assessment**, survey respondents were next asked the extent which they thought that the **summative assessment** they used adequately measured the progress of the students they served. Almost all (87%) of the respondents said the summative assessment(s) adequately measured the progress of the students served *to a great extent or to some extent*. Twelve percent indicated the assessments only measure students’ progress *to a little extent*. Only one respondent (1%) reported that the assessment did not measure the progress of the students served *at all*.

## Alignment to State Literacy Goals

The next section of the K-12 Literacy Needs Assessment focused on the State Literacy Goals as outlined in the *North Dakota Comprehensive State Literacy Plan*. North Dakota’s seven goals included: (1) leadership and sustainability; (2) instruction and intervention; (3) standards alignment; (4) assessment and evaluation; (5) professional development; (6) family and community engagement strategies; and (7) literacy timelines. Each goal had multiple components associated with it. The needs assessment asked survey respondents to reflect on the extent to which their program included these components.

Overall, means for the literacy goals from the *ND Comprehensive State Literacy Plan* ranged from 2.52 to 3.41. Accounting for the multiple parts within the Standards Alignment, Professional Development, and Literacy Timelines sections, there were 17 total sections. All 17 sections are listed in Table 56 ranked from highest to lowest mean.

**Table 56. Literacy Goals Ranked by Mean**

Goal	Descriptive Statistics	
	M	SD
Reading Standards	3.41	0.60
Formative Assessment and Evaluation	3.27	0.61
Summative Assessment and Evaluation	3.26	0.55
Language Standard	3.21	0.67
Literacy Timeline: Primary Grades K-3	3.15	0.69
Writing Standards	3.14	0.70
Speaking and Listening Standard	3.08	0.77
Leadership and Sustainability	3.03	0.68
Professional Development—Assessment: Administer, Score, and Analyze	3.01	0.71
Literacy Timeline: Middle Grades 7-8	3.01	0.66
Literacy Timeline: Secondary Grades 9-12	3.00	0.69
Literacy Timeline: Intermediate Grades 4-6	2.99	0.70
Instruction and Intervention	2.97	0.59
Professional Development—Teaching and Learning Research-Based Strategies	2.87	0.65
Family and Community Engagement Strategies	2.75	0.72
Professional Development—Professional Learning Communities	2.69	0.82
Professional Development—The Reading Process	2.52	0.83

**Reading Standards** had the highest mean ( $M = 3.41$ ;  $SD = 0.60$ ). In total, 11 goals had means above 3.00. However, five of the goals had means below 3.00. Three of the four professional development goals had means below 3.00. All the items who were rated with means below 3.00 are listed below:

- Literacy Timeline: Intermediate Grades 4-6 ( $M = 2.99$ ;  $SD = 0.70$ )
- Instruction and Intervention ( $M = 2.97$ ;  $SD = 0.59$ )
- Professional Development—Teaching and Learning Research-Based Strategies ( $M = 2.87$ ;  $SD = 0.65$ )
- Family and Community Engagement Strategies ( $M = 2.75$ ;  $SD = 0.72$ )
- Professional Development— Professional Learning Communities ( $M = 2.69$ ;  $SD = 0.82$ )
- Professional Development—The Reading Process ( $M = 2.52$ ;  $SD = 0.83$ )

## Kindergarten Readiness Assessment

The purpose of the Spring 2018 North Dakota K-12 Literacy Needs Assessment section on kindergarten readiness was to collect data to learn how schools and/or districts across the state conduct kindergarten readiness assessments. Only people who indicated that they worked with Primary Grades K-3 were asked to complete this section. Three questions were included this session. The first one inquired about how kindergarten readiness is assessed. Question two focused on when children were assessed for kindergarten while the last question explored how the assessment was used in the program or district.

Of the 106 people who responded to the question “How is kindergarten readiness assessed in your district?”, over half (58%) said that they **did not know** how kindergarten readiness was assessed in their district. Only one person reported that the district used the **DPI Kindergarten formative assessment (pilot program)**. The remaining 42 percent indicated “**other**” formative assessment options. Although there were numerous formative assessments listed, seven reported using Brigance and five reported using DIAL. A few of the “**other**” responses indicated that the assessment was created by the teacher, school, or district (e.g., “We created our own readiness test” or “teacher made”). Several other assessments were listed by one respondent.

Next, K-3 educators were asked when kindergarten readiness was assessed in their district. Of the 106 responses, 43% said that they **did not know** when kindergarten readiness was assessed in the district. Almost a quarter (24%) reported **during pre-kindergarten**. Another 13 percent said that kindergarten readiness was assessed at the **beginning of kindergarten** and 10 percent selected “**summer prior to entering kindergarten**”.

The other respondents selected the “**other**” option. Two of the written responses said that kindergarten readiness assessment **does not occur**. Five of the write-in answers said, “**spring before kindergarten**”. The other written responses included, “February prior to entering kindergarten,” “Gearing Up,” “Kindergarten Round Up,” and “two days before school starts.”

The last question regarding kindergarten readiness assessment focused on how kindergarten assessment was used. Over half (58%) said that they “**don’t know**” how kindergarten readiness assessment is used in the district. Approximately a fifth (21%) reported that it is used for **kindergarten placement** and eight percent selected “**Title I Eligibility**”. Another 13 percent

selected “**other**.” The written responses varied from “it is not used” to “speech placement.” A few of the comments indicated the assessments were used to place students based on their needs (i.e., “strategic placement for meeting literacy and math needs” or “assess possible difficulties and readiness”).

## Needs and Resources

The last section of the survey asked K-12 educators questions about what they perceived to be their greatest needs regarding literacy and what resources would help them better support literacy. Two of the questions were force-choice but included an “other” option for survey respondents to type in additional thoughts. The remaining two questions were open-ended and allowed survey respondents to write out additional, in-depth comments about their literacy needs and resources that would help them better support literacy.

### Biggest Needs Regarding Literacy

The first question in this section asked respondents to reflect on their biggest needs regarding literacy. One hundred thirty-two people answered this question. It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. Most respondents (68%) said that **training/professional development** was their biggest need regarding literacy. Other needs that had a fairly large percentage of the respondents selecting them included: (1) **collaboration with colleagues** (59%); (2) **curriculum selection/development** (42%); (3) **curriculum implementation** (37%); (4) **coaching** (33%); and (5) **leadership** (22%).

The next survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about their needs regarding literacy. Twenty-three survey respondents included comments. The comments were quite varied, but there seemed to be a resonating theme on not meeting the needs of students who are not at grade level. For example, the following comments address this issue:

- *The state standards might say a 9th grade student assumes to know the alphabet a-z and needs to apply that knowledge to read “cat”. Our students only know a-d. How do we teach our 9th grade student to read “cat”, when they have not yet learned “t”? Therefore, we are not able to teach the 9th grade standard, “cat”, but 4th grade standard, “e-z”. This means we are NOT TEACHING the state 9th grade standard or leaving the student behind by teaching something that the student is clearly not prepared to learn, but “teach the standard”. Therefore, the state standard must be modified to include needed remediation and still be considered a 9th grade standard.*
- *We have high poverty so students come to us delayed, with low vocabulary, and not ready to read. We need strategies to help these students make up the gap and to achieve their basic educational goals.*

Two comments also addressed issues with dyslexia. They stated that more emphasis and support needed to be given to teachers who work with students that struggle with it:

- *I strongly believe dyslexia should be an identified category statewide. A standard assessment along with observed dyslexic tendencies should be used in the early years. Teachers should become trained and use a solid, multi-sensory, explicitly taught reading program that is based on Orton Gillingham to insure early success of all students (or use these techniques in conjunction with their current reading program).*
- *I feel that we do not have enough support in the area of helping students with dyslexia. Our state doesn't have legislation yet in this area. We have students who are bright, yet struggle with reading and our educators need more support and training to help these students. Every district should have a qualified educator training in diagnosing and providing appropriate interventions.*

Other comments focused on involving more families. They make the argument that literacy needs to start at home:

- *Training on creating a home connect would be nice for our district, or giving a program to help with the program. Training on early literacy is also needed, especially with so many new staff members coming into our district.*
- *We need to develop a culture of reading not just in our classrooms, but in our schools, communities, and state. The culture is the biggest thing that needs to be changed. We have a sports culture--people love to connect over accessible activities (like sports). We have a culture that loves to connect over stories, but North Dakota has traditionally not been a state that celebrates and gathers over reading and writing. Until the culture is one of literacy, other changes won't have as much effect.*
- *We also need to know our students and our communities better. We as educators and schools need to read our culture and our context in order to connect better with the needs of the community.*

The final multiple option question asked survey participants “what other resources do you need in order to better support literacy?” It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. Two thirds (67%) indicated that **training/professional development** was a needed resource. Over half selected the following resources as a need: (1) **collaboration opportunities/professional learning communities** (53%) and (2) **strategies** (52%). Still, over a third selected the following three items as needed resources to better support literacy: (1) **lesson ideas** (48%); (2) **situation support** (44%); and (3) **staff** (39%). Smaller percentages chose **data access** (18%) and “**other**” (6%). The “**other**” write-in options included two of the respondents writing “time.” Other comments related to needed materials: “budget for materials,” “guided reading books,” and “more materials.” One comment stated, “data interpretation” while another comment wanted “coaches that actually coach.” The final comment emphasized the fact that some students are not working at the appropriate grade level, “K-8: Not passing students onto ninth grade. [They] are only able to do 3-6th grade work.”

The last survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about what resources they needed to better support

literacy. Six survey respondents included comments. The comments varied. One discussed the importance of early reading interventions while another reflected on staff shortages and lack of training.

## Recommendations

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This section includes recommendations based on the findings of the ND SRCL Spring 2018 K-12 Literacy Needs Assessments. These recommendations are for NDDPI to review and consider. They are intended to provide guidance and offer initial thoughts on the current status of literacy in K-12 schools and districts and ways in which the programs could move forward in North Dakota. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with K-12 educators throughout the state in the future.

### General Background Information

The following recommendations are based on the findings of the General Background Information section of the ND SRCL Spring 2018 K-12 Literacy Needs Assessment. Because this section focused on collecting general background information about the K-12 educators, the bulleted recommendations are focused on further data collection efforts and potential guidance NDDPI could offer schools and districts.

- Collect more data specific to literacy across the districts. Overall, this was a small sample with most districts having only one person represented. Although the answers to these questions begin to provide an overview of literacy throughout North Dakota, there may be other critical factors NDDPI would like to know about how literacy is implemented across the state or dive deeper through interviews or focus groups with samples of teachers.
- Determine additional questions to ask educators of special education students and ELs, either through a survey format or through interviews and focus groups. Learning more about the needs of these subgroups, including additional resources that they already have and resources that they may need, could bring attention to these groups and increase their achievement level.
- Consider the responses to the perceptions of literacy questions. Provide guidance to educators on how they can use the time they have to develop literacy skills within their content areas and emphasize the importance of literacy across all content areas.
- Review the “other” responses and consider how some of the survey options, such as “title”, may want to be revised on future iterations of the survey.

### Professional Development

The following recommendations are based on the findings of the Professional Development section from ND SRCL Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for NDDPI to consider as they move forward in thinking about professional development related to literacy that could be provided across the state.

- Learn more about schools and districts’ access to literacy-related professional development to determine if the availability of professional development

opportunities meet the state's needs. If not, strategize on ways that more opportunities can be made to programs throughout the state.

- Facilitate learning opportunities across districts. For example, if one district successfully completes a professional development session, develop a networking system where they can share what they learned with other educators who may not have had the opportunity.
- Create guidance documents that explain the professional development opportunities available to K-12 educators, including logistics (e.g., online, face-to-face, cost). Collect satisfaction surveys at the end of the trainings to learn more about if/how the professional development met the needs of the participants. Helping schools and districts strategize on ways to allocate financial resources and time for participating in professional development opportunities may also be beneficial for educators.

## Program Curricula and Assessments

The following recommendations are based on the findings of the Curriculum and Assessment section of the Spring 2018 K-12 Literacy Needs Assessment as they move forward in planning their SRCL grant and thinking about how curricula and assessment align to the *North Dakota Comprehensive State Literacy Plan*.

- Create a repository of information for K-12 educators on the curricula and assessments that are available to them. If time and resources allow, include summaries of each curricula and assessment. Multiple curricula and assessments seem to be used across the state so understanding the strengths and weaknesses of each would help programs select curricula and assessments that would best meet their needs. Training options available for each one could also be included so staff have a better understanding of how to implement the curricula and conduct the assessment.
- Provide guidance on how K-12 educators across all content areas can receive additional training on implementing curricula, assessments, and literacy components into their classrooms, schools, or districts. Because of staff turnover and staff shortages, understanding how to do the most with the resources available and how to have smooth transition plans is critical for the programs.
- Learn more about why programs choose particular assessments and why they choose to use them for multiple years or why they choose to select another assessment. This will help develop an understanding of what each assessment can and cannot do to inform the program of student's progress.
- Collect more data and information on how programs integrate literacy competencies into the programs. A high percentage indicated that the curriculum improves the literacy components of their students. NDDPI may find out more about how programs integrate the state standards into their programs and how they monitor student success by visiting programs to watch implementation and staff interactions

with students, and by talking to staff members about how they interpret the competencies and integrate them into the curriculum.

- Explore ways to help all teachers integrate literacy into the classroom, even if they are not literacy teachers. Understanding how literacy will improve students' overall achievement may assist teachers in creating ways to implement literacy strategies into their instruction, regardless of their content area.

## Alignment to State Literacy Goals

The following recommendations are based on the findings of the Alignment to State Literacy Goals section of the ND SRCL Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with educators throughout the state in the future.

- Articulate the state goals and their meaning to all schools and districts throughout North Dakota to ensure that everyone has a clear and collective understanding of the state's intent and understand how to implement literacy activities that will help everyone achieve the goals. If it has not already been done, consider doing a statewide (or a series of statewide) webinars to discuss the goals and what it means for educators across grade levels and content areas.
- Review each goal from the needs assessment carefully to understand fully areas that seem to be strong across the state and areas that may need improvement. Because there are multiple goals that cover many distinct aspects of literacy, perhaps approach one goal at a time or assign committees to each goal. More data could be collected on each goal to gain a fuller understanding of how all educators implement literacy, why they choose to do it in that way, and their successes and challenges to receive a truly comprehensive picture of how K-12 schools throughout North Dakota have aligned their programs to the state literacy goals.

## Kindergarten Readiness Assessment

The following recommendations are based on the findings of the Kindergarten Readiness Assessment section of the ND SRCL Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with K-12 educators throughout the state in the future.

- Determine if it would be helpful for the NDDPI to recommend a statewide readiness assessment for early childhood programs and/or districts. This would allow more consistency across programs in determining kindergarten readiness.
- Develop a repository of information about kindergarten readiness assessments to inform K-3 educators about what is available and how to administer them.

- Collect more data and information about kindergarten assessments. Because this needs assessment only reached a small percentage of programs and staff members, consider ways to reach K-3 educators to learn about their assessment processes.
- Collaborate with early education programs and districts to see how effective the kindergarten readiness assessments are in assessing the student's readiness. This could involve conducting further analyses about how the readiness assessments accurately predict how well the child will do in kindergarten and beyond.

## Needs and Resources

The following recommendations are based on the findings of the Needs and Resources section of the Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for NDDPI to consider as they move forward in planning their SRCL grant and working with K-12 educators throughout the state in the future.

- Provide opportunities for all educators to participate in professional development opportunities. Because time and financial resources seem to be challenges, consider offering diverse types of opportunities, such as online sessions or facilitate collaborations between different school districts to combine professional development sessions.
- Work with educators to ensure that the curriculum and the standards alignment meet the needs of all children, including subgroups of children, such as special education, ELL, or DLL.
- Collaborate with K-12 educators on ensuring that they have the resources to work with students who are not working at grade level to close the achievement gap and learn the basic literacy skills that will propel them to working at grade level and beyond.
- Offer training to K-12 educators **and** to family members of students on how families can support their child's education by creating and implementing literacy activities at home. Emphasize to the family members how critical learning at home is for whole child development.
- Create opportunities to facilitate conversations with K-12 educators to learn more about their literacy needs and what types of resources they think will help them better support literacy. Although the needs assessment is a start in understanding what is happening in literacy across the state, conducting formal interviews and focus groups would help dive deeper into their challenges and potential solutions to meet those challenges. More dialogue about the needs of K-12 educators at all levels and in all content areas has the potential to lead to greater understanding about their needs and ways NDDPI or other state resources can help improve the literacy components of their educational programs.

## References

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Baesler, K. (2017). *North Dakota Comprehensive State Literacy Plan*. North Dakota Department of Public Instruction.

**Appendix A:**  
**North Dakota Striving Readers Comprehensive Literacy Grant**  
**Spring 2018 K-12 Literacy Needs Assessment**

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**North Dakota Striving Readers Comprehensive Literacy Grant**  
**Spring 2018 K-12 Literacy Needs Assessment**

The North Dakota Department of Public Instruction (NDDPI) was awarded a Striving Readers Comprehensive Literacy Grant (SRCL) from the U.S. Department of Education. To prepare for the grant, NDDPI would like to hear from all educators across the state to learn about literacy in your schools/districts, how literacy aligns with the North Dakota Comprehensive State Literacy Plan, and what resources you need to implement literacy successfully within your schools and districts.

Your feedback is important to the NDDPI and will impact how the SRCL is implemented across the state. Please take 20 to 25 minutes to provide your candid responses. All responses are anonymous, and reported only in an aggregated manner. McREL International is a third-party institution collecting, analyzing, and reporting on the survey results. If you have any questions about this survey, please feel free to contact Tara Donahue, managing evaluator at McREL (800.858.6830, ext. 5551; [tdonahue@mcrel.org](mailto:tdonahue@mcrel.org)). For more information on protection of your rights as a participant, you may contact Karen Bumgardner, Chair of McREL's Institutional Review Board (800.858.6830, ext. 1841; [kbumgardner@mcrel.org](mailto:kbumgardner@mcrel.org)) or Lodee Arnold, assistant director EL programs, (701.328.1876; [laarnold@nd.gov](mailto:laarnold@nd.gov)).

# North Dakota Striving Readers Comprehensive Literacy Grant

(Spring 2018 K-12 Literacy Needs Assessment)

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## Section I: General Background Information

Please answer the following questions to provide background information about your experiences as an educator.

1. In what district do you work? \_\_\_\_\_

2. What is your title? Please select all that apply.

Principal

Assistant Principal

Teacher

Paraprofessional

Coach

Title I Specialist

Supplemental Teacher

Strategist

Related Service Provider (please specify): \_\_\_\_\_

Other (please specify): \_\_\_\_\_

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3. What is your highest level of educational attainment?

Less than high school diploma

High school diploma

Associate's degree

Bachelor's degree

Master's degree

Doctorate

Other (please specify): \_\_\_\_\_

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4. What grade level(s) do you teach? Select all that apply.

Kindergarten

First

Second

Third

Fourth

Fifth

Sixth

Seventh

- Eighth
- Ninth
- Tenth
- Eleventh
- Twelfth
- Other (please specify): \_\_\_\_\_

5. Do you work with special education students?
- Yes
  - No

6. Do you work with English Learners (ELs)?
- Yes
  - No

### Your Views on Literacy

Please rate the extent to which you agree with the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
7a. Literacy is an integral part of my content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7b. I see myself as a literacy teacher as well as a content area teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7c. Literacy fits into content area instruction in middle school classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7d. Literacy fits into content area instruction in high school classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7e. Part of my job is to help students learn from text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7f. I incorporate teaching literacy strategies into my content area instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7g. I feel prepared to teach literacy in my content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7h. I view literacy instruction as an additional task to my content area teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7i. There is not enough time to cover required content in my subject area and provide literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7j. I believe literacy instruction improves my content area teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7k. I am familiar with developmentally appropriate concepts of the reading process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section II: Professional Development

8. In what literacy-related professional development opportunities has your district/school participated? Select all that apply.

- North Dakota Multi-tiered Systems of Support (NDMTSS)
  - Literacy Data Analysis
  - Reading and Writing Strategies across the Content Areas/Grades
  - Improving Academic Literacy
  - Social and Emotional Learning
  - Other (please specify): \_\_\_\_\_
- 

9. What type(s) of professional development have you received relate to literacy instruction? Select all that apply.

- Instructional Coaching
  - Face-to-Face Training
  - Book Studies
  - Literacy Conferences
  - Online Training
  - Other (please specify): \_\_\_\_\_
-

### Section III: Program Curricula and Assessment

10. What curricula is used in the literacy program(s) in your school?

- I use purchased curriculum.
- I have created my own curriculum.
- The school/district has developed curriculum for the literacy program(s) in my school.
- I use purchased curriculum **and** curriculum that I/the school/the district has created for the literacy program(s) in my school.

11. If you purchase curriculum, what curriculum do you use?

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12. Did you receive training in how to use the curriculum?

- Yes
- No

13. If you received training on the curriculum, did the training adequately prepare you to use the curriculum?

- Yes
- No

14. If you did not receive adequate training to prepare you to use the curriculum, why not? Select all that apply.

- Not offered.
- Too expensive.
- I did receive training, but it did not adequately prepare me to use the curriculum.
- Other (please specific): \_\_\_\_\_

15. How long have you used this curriculum?

- Less than a year
- One to three years
- Three to five years
- More than five years

16. What literacy component(s) from the K-12 Standards does your curriculum cover? Select all that apply.

#### Reading

- Literature
- Informational Texts
- Foundational Skills

#### Writing

- Text Types
- Responding to Reading

- Responding to Research

**Speaking and Listening**

- Flexible Communication and Collaboration

**Language**

- Conventions
- Effective Use
- Vocabulary

17. To what extent do you think your curriculum improves the literacy competencies of the students you serve? If you do not cover the competency in your program, select Not Applicable (N/A).

	To a Great Extent	To Some Extent	To a Little Extent	Not at All	N/A
<b>Reading</b>					
a. Literature	<input type="radio"/>				
b. Informational Texts	<input type="radio"/>				
c. Foundational Skills	<input type="radio"/>				
<b>Writing</b>					
d. Text Types	<input type="radio"/>				
e. Responding to Reading	<input type="radio"/>				
f. Responding to Research	<input type="radio"/>				
<b>Speaking and Listening</b>					
g. Flexible Communication and Collaboration	<input type="radio"/>				
<b>Language</b>					
h. Conventions	<input type="radio"/>				
i. Effective Use	<input type="radio"/>				
j. Vocabulary	<input type="radio"/>				

18. What assessment(s) are used in your school to assess literacy? Select all that apply.

- Brigance
- Diagnostic Assessments of Reading (DAR)
- DIBELS
- Developmental Reading Assessment (DRA)
- North Dakota State Assessment (NDSA)
- NWEA
- Phonological Awareness Literacy Screening (PALS)
- RIGBY
- Running Records
- SAT
- Scholastic Reading Inventory (SRI)
- STAR Reading
- Test of Oral Reading and Comprehension Skills (TORCS)
- Other (please specify): \_\_\_\_\_

19. How often do you **formatively** assess the performance of the students you teach?

- Daily
  - Weekly
  - Twice a month
  - Monthly
  - Twice a year
  - Yearly
  - Other (please specify): \_\_\_\_\_
- 

20. How often do you **summatively** assess the performance of the students you teach?

- Daily
  - Weekly
  - Twice a month
  - Monthly
  - Twice a year
  - Yearly
  - Other (please specify): \_\_\_\_\_
- 

21. To what extent do you think the **formative** assessment(s) adequately measure the progress of the students you serve?

- To a great extent
  - To some extent
  - To a little extent
  - Not at all
- 

21a. Please provide additional comments or information you would like NDDPI to know about the **formative** literacy assessment(s) you use or recommendations you may have for improving how students are **formatively** assessed.

22. To what extent do you think the **summative** assessment(s) adequately measure the progress of the students you serve?

- To a great extent
  - To some extent
  - To a little extent
  - Not at all
-

- 22a. Please provide additional comments or information you would like NDDPI to know about the **summative** literacy assessment(s) you use or recommendations you may have for improving how students are **summatively** assessed.

## Section IV: Alignment to State Literacy Goals Leadership and Sustainability

The following items are components of leadership and sustainability. Please rate the extent to which your school includes these components.

	To a great extent	To some extent	To a little extent	Not at all
23a. Commitment to common goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23b. Prioritizing institutional structure support (scheduling for both collaboration and instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23c. Define job responsibilities, roles, and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23d. Provide time and support for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23e. Professional development for superintendents, principals, teachers, paraprofessionals, parents, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23f. Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23g. Job-embedded support (schools and districts should provide professional, job-embedded support to improve literacy instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Instruction and Intervention

The following items are components of instruction and intervention. Please rate the extent to which your school includes these components.

	To a great extent	To some extent	To a little extent	Not at all
24a. Standards-aligned curricular framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24b. 21st Century Literacy skills, including digital literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24c. Consistent approach-based on principles of responsive instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24d. Evidence-based instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24e. Effective practices and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24f. Knowledge of early literacy learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24g. Knowledge of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24h. Knowledge of language development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24i. Accessible instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24j. Evidence-based intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24k. Project-based interventions/innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24l. Pre-kindergarten development progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24m. Early Childhood Curriculum Selection Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24n. NDMTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24o. Revised/updated North Dakota ELA Standards (2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24p. National Math + Science Initiative (NMSI) with an additional focus on ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Standards Alignment

The following items are components of standards alignment. Please rate the extent to which your school includes these components.

	To a Great Extent	To Some Extent	To a Little Extent	Not at All
<b>Reading</b>				
25a. Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25b. Informational Texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25c. Foundational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing</b>				
25d. Text Types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25e. Responding to Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25f. Responding to Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Speaking and Listening</b>				
25g. Flexible Communication and Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Language</b>				
25h. Conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25i. Effective Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25j. Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Assessment and Evaluation

The following items are components of assessment and evaluation. Please rate the extent to which your school conducts the following assessments and evaluations

	To a great extent	To some extent	To a little extent	Not at all
<b>Summative</b>				
26a. North Dakota State Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26b. End-of-Year Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26c. End-of-Course Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26d. End-of-Unit Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26e. End-of-Chapter Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Formative</b>				
26f. Screening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26g. Progress Monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26h. Curriculum-Based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26i. Benchmark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26j. Diagnostic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Development

The following items are components of professional development. Please rate the extent to which you have received professional development in the following areas.

	To a great extent	To some extent	To a little extent	Not at all
<b>Teaching and Learning Research-Based Strategies</b>				
27a. Explicit instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27b. Scaffolding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27c. Modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27d. Guided practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27e. Active engagement strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27f. Classroom management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27g. Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27h. Learning centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27i. Alignment to standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27j. Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27k. Developmentally appropriate practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27l. Oral language development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27m. NDMTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The Reading Process</b>				
27n. Phonology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27o. Orthography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27p. Morphology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27q. Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27r. Semantics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27s. Pragmatics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27t. Discourse structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27u. Register	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27v. Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27w. Intensive writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27x. Literacy Response and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Assessment: Administer, Score, and Analyze</b>				
27y. Formative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27z. Summative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27aa. Benchmark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27bb. Progress monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27cc. NDMTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27dd. Flexible grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27ee. Strategic intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Professional Learning Communities</b>				
27ff. Common planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27gg. Tools for self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27hh. Support to examine/analyze student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27ii. Mentoring program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Family and Community Engagement Strategies

The following items are components of strategies in engaging family and the community. Please rate the extent to which your school uses these strategies in engaging family and the community.

	To a great extent	To some extent	To a little extent	Not at all
28a. <b>Strategy 1:</b> Using data to set priorities and focus strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28b. <b>Strategy 2:</b> Providing relevant, on-site professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28c. <b>Strategy 3:</b> Building collaborations with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28d. <b>Strategy 4:</b> Using targeted outreach to focus on high-needs communities, schools, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28e. <b>Strategy 5:</b> Building one-on-one relationships between families and educators that are linked to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28f. <b>Strategy 6:</b> Setting, communicating, and supporting high and rigorous expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28g. <b>Strategy 7:</b> Addressing cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28h. <b>Strategy 8:</b> Connecting students to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Literacy Timeline: Primary Grades K-3

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in Primary Grades K-3. Please rate the extent to which your school includes these components.

29. My school serves primary grades kindergarten through 3.	Yes		No	
	○		○	
	To a great extent	To some extent	To a little extent	Not at all
29a. Plan the core literacy instruction all children will receive.	○	○	○	○
29b. Plan core EL instruction to allow for access to literacy instruction.	○	○	○	○
29c. Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	○	○	○	○
29d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	○	○	○	○
29e. Alignment of strategies to curriculum framework, ND State Standards, and EL Development Standards.	○	○	○	○

### Kindergarten Readiness Assessment

30. How is kindergarten readiness assessed in your district?

I don't know.

DPI Kindergarten formative assessment

Kindergarten formative assessment (please specify): \_\_\_\_\_

31. When is kindergarten readiness assessed in your district?

I don't know.

During Pre-Kindergarten

Summer prior to entering kindergarten

Beginning of kindergarten

Other (please specify): \_\_\_\_\_

32. How is the kindergarten readiness assessment used in your district?

I don't know.

Kindergarten Placement

Title I Eligibility

Other (please specify): \_\_\_\_\_

### Literacy Timeline: Intermediate Grades 4-6

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in the intermediate grades 4-6. Please rate the extent to which your school includes these components.

33. My school serves intermediate grades 4 through 6.	Yes		No	
	○		○	
	To a great extent	To some extent	To a little extent	Not at all
33a. Plan the core literacy instruction all children will receive.	○	○	○	○
33b. Plan core EL instruction to allow for access to literacy instruction.	○	○	○	○
33c. Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	○	○	○	○
33d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	○	○	○	○
33e. Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	○	○	○	○
33f. National Math + Science Initiative (NMSI)	○	○	○	○

### Literacy Timeline: Middle Grades 7-8

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in the middle grades 7-8. Please rate the extent to which your school includes these components.

34. My school serves middle grades 7 and 8.	Yes		No	
	○		○	
	To a great extent	To some extent	To a little extent	Not at all
34a. Plan the core literacy instruction all children will receive.	○	○	○	○
34b. Plan core EL instruction to allow for access to literacy instruction.	○	○	○	○
34c. Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	○	○	○	○
34d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are	○	○	○	○

used to allocate resources to improve student learning and support staff implementation of effective practices.				
34e. Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34f. National Math + Science Initiative (NMSI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Literacy Timeline: Secondary Grades 9-12

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in the secondary grades 9-12. Please rate the extent to which your school includes these components.

35. My school serves secondary grades 9 through 12.	Yes		No	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To a great extent	To some extent	To a little extent	Not at all
35a. Plan the core literacy instruction all children will receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35b. Plan core EL instruction to allow for access to literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35c. Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35e. Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35f. Center for Research, Evaluation, Assessment, and Measurement (CREAM) and National Math + Science Initiative (NMSI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section V: Needs and Resources

36. What are your biggest needs regarding literacy? Select all that apply,

- Coaching
  - Collaboration with colleagues
  - Curriculum implementation
  - Curriculum selection/development
  - Leadership
  - Policy changes at the state level
  - Policy changes at the district level
  - Policy changes at the school level
  - Support by parents and community
  - Training/professional development
  - Other (please specify): \_\_\_\_\_
- 

37. If you have other comments about your needs regarding literacy, please type them in the box below.

38. What other resources do you need in order to better support literacy? Select all that apply,

- Collaboration opportunities/professional learning communities
  - Data access
  - Lesson ideas
  - Situational support (ex. I have a child who . . .)
  - Staff
  - Strategies
  - Training/professional development
  - Other (please specify): \_\_\_\_\_
- 

39. If you have other comments about resources you need to better support literacy, please type them in the box below.

Thank you for taking this survey. Your time and feedback are much appreciated!

## Appendix B: Districts Represented by Survey Participants

**Table B-1. Districts Represented**

In what district do you work? (N = 281)	N	Percentage
Alexander	2	0.7%
Ashley	1	0.4%
Barnes County North	1	0.4%
Beach	1	0.4%
Belfield	2	0.7%
Beulah	6	2.1%
Billings County	1	0.4%
Bismarck	14	5.0%
Bottineau	1	0.4%
Burke Central	2	0.7%
Carrington	1	0.4%
Cavalier	1	0.4%
Central Cass	1	0.4%
Central Valley	1	0.4%
Dakota Prairie	1	0.4%
Devils Lake	6	2.1%
Dickinson	1	0.4%
Drayton	7	2.5%
Edgeley	3	1.1%
Edmore	2	0.7%
Eight Mile	1	0.4%
Ellendale	7	2.5%
Emerado	1	0.4%
Enderlin	1	0.4%
Fargo	5	1.8%
Fessenden-Bowdon	1	0.4%
Fort Totten	1	0.4%
Goodrich	1	0.4%
Grafton	10	3.6%
Grand Forks	11	3.9%
Griggs County Central	1	0.4%
Hankinson	3	1.1%
Hatton	5	1.8%
Hazen	2	0.7%
Hebron	2	0.7%
Hillsboro	1	0.4%

In what district do you work? (N = 281)	N	Percentage
Hope	4	1.4%
James River Special Education Cooperative	1	0.4%
Jamestown	7	2.5%
Kenmare	1	0.4%
Kidder County	1	0.4%
Kindred	2	0.7%
Kulm	2	0.7%
Lakota	1	0.4%
LaMoure	1	0.4%
Lidgerwood	1	0.4%
Linton	1	0.4%
Lisbon	2	0.7%
Litchville-Marion	3	1.1%
Little Heart	1	0.4%
Maddock	1	0.4%
Mandan	1	0.4%
Maple Valley	1	0.4%
Max	5	1.8%
McKenzie County	4	1.4%
Medina	2	0.7%
Midkota	2	0.7%
Midway	2	0.7%
Milnor	1	0.4%
Minot	3	1.1%
Mohall-Lansford-Sherwood	7	2.5%
Munich	1	0.4%
Naughton	1	0.4%
North Dakota School for the Blind	1	0.4%
North Dakota School for the Deaf	1	0.4%
Nedrose	1	0.4%
Nesson	3	1.1%
New Rockford-Sheyenne	2	0.7%
New Salem – Almont	1	0.4%
New Town	9	3.2%
North Border	5	1.8%
North Sargent	6	2.1%
Northwood	3	1.1%
Oakes	1	0.4%
Park River	1	0.4%

In what district do you work? (N = 281)	N	Percentage
Parshall	11	3.9%
Pingree-Buchanan	2	0.7%
Richardton-Taylor	7	2.5%
Rugby	1	0.4%
Selfridge	2	0.7%
Sioux County	1	0.4%
Solen	1	0.4%
South Prairie	3	1.1%
Southwest Special Education Unit	1	0.4%
St. John	2	0.7%
St. Thomas	1	0.4%
Stanley	1	0.4%
TGU	1	0.4%
Thompson	4	1.4%
Tioga	4	1.4%
Turtle Lake-Mercer	1	0.4%
United	3	1.1%
Valley-Edinburg	1	0.4%
Velva	1	0.4%
Wahpeton	3	1.1%
Warwick	2	0.7%
Washburn	1	0.4%
Watford City	1	0.4%
West Fargo	7	2.5%
Westhope	3	1.1%
Wilton	8	2.8%
Wishek	1	0.4%
Wolford	1	0.4%
Wyndmere	2	0.7%
Zeeland	3	1.1%

Note: Due to rounding, percentages may not add up to 100.