VERMONT
AGENCY OF EDUCATION

LEGISLATIVE REPORT

IMPROVING LITERACY LEARNING

Act 139 of 2024

May 5, 2026

Issued by the Vermont Agency of Education

Executive Summary

Vermont stands at a pivotal moment for literacy. Only 31% of Vermont fourth graders and 29% of eighth graders achieved reading proficiency in 2024. For the first time in state history, Vermont fell below the national literacy average. Achievement gaps between historically marginalized students and their peers persist at 29-36 percentage points across all grades.

Vermont has prioritized literacy improvement through recent landmark legislation (Act 28 of 2021 and Act 139 of 2024) and the launch of Read Vermont as the Agency's coordinated implementation strategy. Across the state, educators, families, higher education partners, and community organizations have rallied around a shared goal for every Vermont student to read proficiently by third grade. This is our moment to build on emerging momentum. Decades of accumulated research shows that early, evidence-based literacy instruction is most powerful in the early grades—and when delivered effectively, virtually every student can become a proficient reader. States across the nation have demonstrated that comprehensive, evidence-based literacy strategies produce dramatic results; Mississippi, for example, moved from 49th to 21st in fourth grade reading since 2013 through sustained investment in professional learning grounded in the science of reading. Act 139 helps position Vermont to deliver the instruction, support, and resources that will unlock this potential for all students.

Read Vermont: Strategic Implementation

Building on Act 28 of 2021, Vermont passed Act 139 in 2024, the state's most comprehensive literacy legislation to date. Act 139 establishes requirements for evidence-based instruction, universal screening, supplemental instruction for all students significantly below grade-level, professional learning, and alignment with educator preparation programs. Drawing on these requirements, input from educators and the Vermont community, and lessons from the Early Learning Networked Improvement Community, the Agency launched **Read Vermont** as the state's coordinated implementation strategy. Read Vermont is grounded in a clear theory of change: if educators are equipped with research-aligned professional learning and instructional practices—supported by early identification systems, aligned preparation programs, high-quality materials, and strong statewide partnerships—then every student can develop the foundational literacy skills necessary to thrive. Read Vermont has four interconnected strategic priorities:

1. **Building a Statewide Literacy Coalition** across the Agency, districts, schools, higher education, and families;
2. **Early Identification and Data Use** through high-quality universal screeners;
3. **Ensuring Evidence-Based Instruction** with high-quality instructional materials; and

4. **Educator and Leadership Excellence** through professional learning and coaching.

Year One: Building the Foundation

Since Read Vermont's launch in August 2024, Vermont has made substantial progress across all four strategic priorities. **A comprehensive statewide literacy coalition has been established**, with the Agency rallying around this priority, training over Agency 30 staff in the science of reading, convening hundreds of educators statewide in professional learning, engagement through Vermont's education professional organizations and community groups and an active Advisory Council on Literacy. **Universal screening is common practice:** 92% of responding schools use early reading screeners, and 89% use Agency-recommended or adequate screeners; however, per Act 139, schools do not have to use an Agency-recommended screener. Screening results indicate that 42% of students screened in grades K-3 performed below proficiency, 35% met proficiency, and 23% performed above proficiency, underscoring the urgency of ensuring screening data drives timely, targeted intervention. An evaluation of **instructional materials** reveals significant variability in how curriculum is designed and delivered across Vermont schools, highlighting the need for continued focus on high-quality instructional materials. While Act 139 requires direct and explicit instruction of foundational reading skills, the law does not address systems of support for ensuring high quality instructional materials. To address this gap, the Agency is currently developing detailed guidance on high-quality program recommendations and evidence-based practices with professional learning and ongoing implementation supports to follow. **Educator excellence initiatives** include the successful launch of the Read Vermont Institute, high participation in the 2024-2025 workshop series, availability of asynchronous professional learning modules completed by over 800 educators, increased partnership with Institutes of Higher Education, and the issuance of Educator Preparation Program recommendations. Act 139 requires all educators to engage in professional learning, but does not specify the frequency, breadth, or depth of training. The Agency will continue to scale high quality professional learning and coaching throughout the state through the Read Vermont Institute.

Early progress is emerging in student outcomes. Preliminary 2024-2025 data show fourth and fifth grade proficiency increased by 7 and 5 percentage points respectively, suggesting recent literacy efforts are yielding targeted improvement. While substantial work remains, these early indicators demonstrate that improvement is possible when the right systems and supports are in place. Taken together, the data presented throughout this report and lessons from the first year of implementation provide insight into the complex reasons underlying the concerning current levels of student literacy proficiency.

The Future: Next Steps and Recommendations

Achieving the goal of every student reading proficiently by third grade requires bold and sustained coordinated action. Evidence from other states demonstrates that progress is driven by sustained, multi-source investment over many years; consistent statewide expectations for evidence-based professional learning and educator credentialing; and the adoption of high-quality instructional materials paired with strong implementation support. Building on lessons and gaps identified in the first year of implementation, **the Agency has prioritized three immediate actions:**

- Clarify Universal Screening and Intervention Expectations, including the use of Agency-recommended screeners, evidence-based screening practices, annual reporting of screening results to the Agency each June, and the use of screening data to drive timely, targeted intervention.
- Establish a certification for evidence-based foundational literacy instruction grounded in the science of reading in coordination with the Vermont Standards Board for Professional Educators (VSBPE). By 2030, all K-3 educators and administrators responsible for literacy instruction will be required to hold this certification.
- Issue criteria and expectations for high-quality instructional materials (HQIM) and evidence-based practices in literacy instruction in Summer 2026 and work with schools to support the transition to and implementation of aligned materials with the expectation that all SU/SD will have aligned materials in place by the 2027-2028 school year.

These recommendations build on effective state level strategies in strengthening teaching practices and providing adequate training and support for educators.

The Agency urges the General Assembly to restore funding for Read Vermont as requested in the Governor's budget request. Act 139 set ambitious literacy expectations without dedicated state funding. The Agency has achieved first-year implementation by leveraging and directing limited Agency funds toward this key priority for Vermont students. Sustaining and scaling Act 139 implementation requires dedicated state commitment. **Thus, the Agency makes a critical recommendation to the General Assembly: provide an immediate investment of $700,000 to continue first-year implementation and build infrastructure for measurable progress**. As requested in Governor Scott's budget adjustment request, this funding amount represents a reversion and reappropriation of Agency resources to support Read Vermont, demonstrating a commitment to goal-centered, strategic budgeting within a particularly challenging budget year. The funding will fund a targeted, evidence-based literacy promotion strategy that can be scaled.

Evidence from states that have driven sustained literacy gains demonstrates that durable improvement requires sustained state funding over many years, layered with

federal and philanthropic resources. The Agency looks forward to partnering with the General Assembly to identify and secure the state, federal, and philanthropic funding that lasting progress for Vermont students will require.

The Agency will continue deepening implementation across all four priorities while exploring extended learning opportunities through afterschool and summer programs, launching a Family Learning Collaborative to engage families in literacy support, pursuing philanthropic partnerships to scale professional learning statewide, and continuing to provide support and guidance for the implementation of evidence-based instruction in every classroom.

The Path Forward

Vermont's vision is within reach: every child reading proficiently by third grade. This report outlines how evidence-based instruction, supported by statewide systems and aligned partnerships, will guarantee every student the literacy skills to unlock their full potential. **The time to act is now—for every Vermont student.**

Table of Contents

Purpose of this Report 7
Call to Change: The State of Student Learning 7
Vermont's Commitment to Change 10
Read Vermont Theory of Change 12
Strategic Priority 1. Building a Statewide Literacy Coalition: 13
Strategic Priority 2. Early Identification and Data Use 17
Strategic Priority 3. Ensuring Evidence-Based Instruction: 23
Strategic Priority 4. Educator Excellence 28
Future Ready: Implementation Considerations, Immediate Recommendations, and Areas for Exploration 35
Summary: Vermont's Opportunity 47
List of Appendices 48
Appendix A: Early Learning Networked Improvement Community – Implementation and Outcomes 49
Appendix B: Renewed Read Vermont Memorandum 53
Appendix C: Screener Data 57
Appendix D: Core and Supplemental Curricula 76

Purpose

Vermont's vision for literacy is that every child in the state can read proficiently by third grade, and that adolescent readers who struggle receive the support they need, ensuring all students are prepared for college or career. This vision is grounded in decades of research that informs how literacy develops and is most effectively taught to all children.

This report provides a comprehensive update on Vermont's progress to improve literacy learning since the passage of Act 139 in 2024, including the launch of Read Vermont. Specifically, the report presents implementation progress and next steps for each of Read Vermont's four priorities, implementation considerations and lessons learned, and recommendations for the General Assembly. In addition, the report responds to Section 2(f) of Act 139, requiring the Agency to issue a written report on the status of State progress to improve literacy learning that includes: 1) The number and percentage of students in kindergarten through grade three performing below proficiency on local and statewide reading assessments; and 2) The universal reading screeners utilized across Vermont schools. This report fulfills that statutory requirement and provides important context for understanding Vermont's literacy landscape, implementation progress, and the path forward.

Call to Change: The State of Student Learning

The Challenge: Vermont's Literacy Outcomes Demand Action

Over the past decade, Vermont has experienced a decline in student reading and writing achievement. **Both national and statewide assessments reveal several trends: declining literacy proficiency rates, persistent achievement gaps, and Vermont students performing behind their peers nationwide.** These data trends underscore the urgent need for coordinated action to improve literacy outcomes for all Vermont students.

Vermont's scores on the National Assessment of Educational Progress (NAEP), the only national assessment allowing direct comparison of student achievement across states, have declined steadily since 2015. In 2024, only 31% of 4th graders and 29% of 8th graders achieved proficiency in reading. Notably, Vermont fell below the national NAEP literacy average for the first time in 2024, marking a significant departure from the state's historically strong performance.

The Vermont Comprehensive Assessment Program (VTCAP) is Vermont's statewide summative assessment and provides an annual snapshot of student outcomes in grades three through nine. While below statewide goals, results from the 2024-2025 school year reveal early signs of improvement. Two notable exceptions are grade 3 and

grade 9, where less than half of students are proficient. VTCAP proficiency rates from the 2024-2025 school year are presented in Table 1.

Table 1. 2024-2025 Statewide English Language Arts Overall Results

Grade	Percent Proficient	Difference from 2024
3	48%	0%
4	61%	+7%
5	55%	+5%
6	58%	+2%
7	56%	-1%
8	60%	+2%
9	46%	-2%

Several notable findings emerge. First, grade three proficiency rates are among the lowest observed, second only to grade nine. Given the well-researched and documented importance of third grade reading proficiency for long-term academic success, the VTCAP data underscore the need to focus on early literacy instruction.

A positive trend emerged in fourth and fifth grade where proficiency rates increased by seven and five percentage points respectively, suggesting that recent literacy efforts are beginning to show positive effects in some grades. However, **no grade exceeds 60% proficiency, falling well below Vermont's long-term goals and indicating substantial room for improvement across all grades**.

Significant variation in English Language Arts (ELA) proficiency rates exists across schools. In grade three, proficiency rates range from 7% to 100%, and across all grades, they range from 0% to 100%. This variation in rates across schools indicates that a student's likelihood of reading proficiency may depend on the school they attend. At the same time, this variation demonstrates that strong student outcomes are possible.

Results for students in the historically marginalized (HM) category (students living in poverty, students from racial and ethnic minorities, students with Individualized Education Programs (IEP), English learners and migrant students, students experiencing homelessness or living in foster care, and students from military-affiliated families) demonstrate persistent and substantial achievement gaps compared with their peers. **Over the last decade, disparities have ranged from 20 to 30 percent between students from HM backgrounds and students not from HM backgrounds, depending on the year and grade level. In 2024-2025, disparities ranged from 29% to 36% between HM students and their peers** (Table 2 below).

Table 2. 2024-2025 Achievement Gap Data

Grade	Average Scaled Score HM	Average Scaled Score Not HM	Difference	HM Students Proficient	Non-HM Students Proficient	Difference
3	1714	1784	70	36%	65%	29%
4	1737	1807	70	48%	81%	33%
5	1723	1799	76	41%	77%	36%
6	1722	1797	75	44%	78%	34%
7	1724	1800	76	43%	75%	32%
8	1734	1807	73	47%	78%	31%
9	1704	1774	70	33%	62%	29%

These persistent achievement gaps are a top concern for the Agency and illustrate the urgent need for equitable, evidence-based instruction that ensures all Vermont students, regardless of background, have access to effective literacy instruction and responsive support. For additional details about VTCAP, including average scaled scores, please view the State Report Card.

The Opportunity: Research Shows the Path Forward

Vermont stands at a pivotal moment: the State's literacy data present a clear imperative for action, and decades of research on how the brain learns to read, combined with proven progress in other states, provide a blueprint to ensure that every Vermont student becomes a skilled reader. Research indicates that approximately 95% of children can learn to read if they receive explicit and systematic evidence-based instruction early and from well-prepared educators. States that have implemented comprehensive, evidence-based literacy initiatives grounded in the science of reading have demonstrated significant gains in student achievement, particularly for students who have historically struggled.

Mississippi provides a powerful example of the impact of implementing a comprehensive statewide literacy strategy. Mississippi passed comprehensive literacy legislation in 2013 and has since moved from 49th to 21st in fourth grade reading on NAEP. Philanthropic investment prior to 2013 demonstrated proof points for success, which were built on in their landmark legislation. Through strong policies, a coherent strategy, investment in teacher and leader professional learning and coaching in the science of reading, and coordinated implementation from the state to the classroom level, Mississippi has significantly improved literacy achievement for all students. Mississippi leaders note that their accomplishments for students over the last 15 plus years have been a marathon, not a miracle.

Vermont now has a unique opportunity to build on Act 139 and apply the extensive body of knowledge about effective reading instruction coherently at the state, district, school, and classroom levels. By creating a unified statewide system

that ensures evidence-based practices are implemented in every classroom, Vermont can realize what research promises and states like Mississippi have proven possible: virtually every student can become a proficient reader when provided with the right instruction, at the right time, from well-prepared educators.

Vermont's Commitment to Change

Laying the Groundwork: Act 28 of 2021

Act 28 of 2021 laid the groundwork for Vermont's focus on literacy through emphasizing the importance of professional learning and establishing the Vermont Advisory Council on Literacy. The Act ensured that all educators (PreK-12 and beyond) have access to voluntarily complete asynchronous professional learning modules. In addition, the Act required the formation of the Advisory Council on Literacy, bringing together diverse partners who have a shared interest in improving literacy outcomes, to advise the Agency of Education, State Board of Education, and General Assembly on how to improve proficiency outcomes in literacy for students in prekindergarten through grade 12 and how to sustain those outcomes.

Since the passage of Act 28 of 2021, the Agency has collaborated closely with community members and education partners, including teachers, principals, curriculum leaders, superintendents, and the Vermont Advisory Council on Literacy, to understand the needs and opportunities for enhancing literacy instruction across the state. Common themes from these engagements highlight critical needs that align with the Advisory Council on Literacy's recommendations and include the need for:

- Support for implementing evidence-based literacy instruction and assessment in Vermont's Supervisory Unions/Districts (SU/SDs) and classrooms.
- High-quality professional learning and job-embedded coaching that supports classroom educators in putting research into practice.
- Agency resources, guidance, and accountability measures to guide SU/SD shifts in curriculum, instruction, and assessment.

Act 28 raised interest and inquiry around evidence-based literacy practices across the state but did not offer specific requirements for schools.

Proof of Concepts: Early Learning Networked Improvement Community

Concurrent with Act 28 implementation, the Agency participated in a multi-year Early Learning Networked Improvement Community (ELNIC) from 2018- 2024, coordinated by Chief Council of State School Officers (CCSSO). The ELNIC brought together the Agency, educators and leaders from 27 schools, and research experts to apply improvement science methods and continuous cycles of professional learning to

strengthen evidence-based literacy and mathematics teaching and learning in PreK-3rd grade.

Through surveys and analyses, participating educators and school leaders, the Agency, and national experts jointly identified critical root causes of current achievement gaps: *inconsistent implementation of evidence-based instruction, gaps in content and pedagogical knowledge and preparation*, and *insufficient professional development*. These became the focus areas for improvement and participating schools set clear, measurable student learning goals for each grade level.

The ELNIC approach produced measurable results for Vermont students from participating schools. Educators reported increased content knowledge and confidence applying evidence-based practices. Student outcome data revealed accelerated skills progression and increased proficiency in foundational skills. For example, in Mill River Schools, student outcomes exceeded what district leaders thought possible. 83% of first graders in ELNIC-participating schools scored 10/10 on Consonant-Vowel-Consonant (CVC) reading assessments compared to just 14% in non-participating schools. In addition, in the 2021-2022 school year, 92% of kindergarteners met their ambitious learning goals by spring, compared to just 7% in the fall.

The Agency has intentionally integrated important lessons about the important role of national research experts and incentives for educator participation into Read Vermont's design, particularly the importance of clear measurable goals, ongoing professional learning directly connected to evidence-based practices, job-embedded coaching, and frequent formative data analysis to guide instructional adjustments. The ELNIC demonstrated that when educators receive sustained support and engage in disciplined implementation cycles, significant improvements in student achievement are possible. (See Appendix A for additional details on ELNIC structure, outcomes, and participant testimonials.)

Act 139 of 2024: Vermont's Comprehensive Literacy Legislation

Building on the momentum started upon passed of Act 28, the General Assembly sought more clear and directive action to support student literacy achievement and passed the state's most comprehensive literacy legislation to date, Act 139 of 2024 (16 V.S.A. § 2907). Building on the foundation of Act 28 and informed by the Advisory Council's recommendations and ELNIC learnings, Act 139 aims to increase literacy achievement for all students through requiring:

- **Evidence-based, explicit, and systematic instruction** of critical foundational skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) while supporting culturally responsive and inclusive environments in all kindergarten through third grade classrooms;
- **Early identification of students** who need additional support solidifying foundational literacy skills through universal reading screening assessments;

- **Evidence-based tier one instruction and supplementary** evidence-based reading instruction for all students (kindergarten through twelfth grade) who are significantly below relevant benchmarks and ongoing monitoring of progress;
- **Engagement and communication with parents and guardians** of kindergarten through third grade students who are significantly below relevant benchmarks; and
- **Professional learning** for all kindergarten through third grade educators focused on screening, evidence-based instruction, and communication with families.

In addition, the legislation supports strengthening educator preparation programs (EPPs) through requiring the Agency to issue recommendations to the Vermont Standards Board for Professional Educators (VSBPE) and extends the Literacy Advisory Council first created in Act 28.

From Legislation to Action: Launching Read Vermont

Following the passage of Act 139 in 2024, the Agency launched Read Vermont to ensure a complete and coordinated response to implementing the legislation. Read Vermont is a comprehensive initiative dedicated to improving literacy outcomes for all students and preparing Vermont students for college and career. The Agency is committed to empowering educators and caregivers as they equip each student with the skills they need to become lifelong readers.

The Agency designed Read Vermont as a deliberate and coordinated approach, informed by extensive research on the science of reading, collaboration with local and national partners, recommendations from the Advisory Council on Literacy, and lessons learned from the ELNIC and other states. The Agency adopted a multidimensional approach that includes articulating a clear literacy vision and theory of action, leveraging and braiding various funding sources, building and aligning Agency staff knowledge and expertise, partnering with national experts, and engaging education and community partners across the state. When fully scaled, Read Vermont will ultimately help fulfill Vermont's vision that every child can read by third grade, that striving adolescent readers are supported, and all Vermont students are prepared for college and career.

Read Vermont Theory of Change

Read Vermont is grounded in a theory of change:

If we equip Vermont's educators with the professional learning and evidence-based practices to deliver instruction grounded in how the brain learns to read, supported by a statewide system of early identification and aligned partnerships, **then every student can develop the foundational literacy skills necessary to thrive.**

To put this theory of change into practice and realize improved outcomes for Vermont's students, the Agency has identified the following four Read Vermont strategic priority areas:

- **Priority 1 – Building a Statewide Literacy Coalition:** Align internal Agency staff and external partners (including but not limited to state agencies, districts, educators, families, Institute of Higher Education, and other partners) around shared goals, evidence, and responsibility for literacy outcomes.
- **Priority 2 – Early Identification and Data Use:** Implement high-quality universal screeners to consistently and frequently collect and analyze actionable data at the classroom, district, and state levels—supporting early identification to ensure students are making progress toward meeting grade-level goals.
- **Priority 3 – Ensuring Evidence-Based Instruction:** Support districts to implement High-Quality Instructional Materials (HQIM) and evidence-based practices with fidelity and integrity.
- **Priority 4 – Educator and Leadership Excellence:** Equip and empower educators with the necessary tools and processes to effectively deliver evidence-based literacy instruction through professional learning and coaching.

Read Vermont's Theory of Change is designed to ensure equity and cohesion across the state by improving both local and state capacity, including training, support, and accountability. Outcomes over the next five years include increased alignment of the knowledge and practices of in-service and pre-service teachers with research evidence; improved PreK-12 student reading outcomes; increased partnership and engagement with families/caregivers around reading progress; improved application, efficiency, and effectiveness of data-driven instruction at all tiers; and early identification and remediation of possible reading difficulties and gaps.

Achieving sustained literacy improvement at scale will require long-term consistent investment, as well as shared and aligned responsibility across the Agency, schools, and community partners. Improved literacy outcomes will not happen overnight, but continued commitment to this work will ensure Vermont remains firmly on the path toward sustained improvement for students statewide. Each of the four strategic priorities represents an essential component of the coherent statewide literacy system Vermont is building. The following sections describe each strategic priority in depth.

Strategic Priority 1. Building a Statewide Literacy Coalition

What: Building a statewide literacy coalition means creating alignment around shared goals, evidence, and responsibility for literacy outcomes to ensure coordinated, coherent action across Vermont's literacy ecosystem. This broad coalition is essential for Vermont to realize scalable and sustainable improvements in student literacy achievement. Collaboration across multiple constituents is critical to meet the needs of students and educators and ensure all efforts are aligned, effective, and responsive to

research. A statewide literacy coalition includes alignment across the following critical constituents:

- **Agency-wide capacity:** Agency staff aligning across Divisions around shared literacy goals
- **Districts and schools:** District and school leadership, teachers, and students aligning around evidence-based literacy practices
- **Institutes of Higher Education:** Faculty and leaders aligning educator preparation programs and coursework with the science of how students learn to read
- **Families and community members:** Parents, caregivers, and community members aligning as essential literacy partners
- **Vermont organizations:** Literacy-focused organizations aligning services and advocacy efforts

Why: Improving literacy outcomes requires more than the Agency, individual Supervisory Unions/Districts, schools, or classrooms working in isolation. Building and supporting student literacy development is a shared responsibility that requires all hands on deck. A statewide coalition transforms isolated initiatives into a cohesive and systematic effort with students at the center.

This collaborative approach enables:

- Alignment from statehouse to classroom and communities
- Leveraging diverse expertise and perspectives from educators, families, nonprofits, community organizations, and government partners
- Pooling resources, including monetary support, expertise, and staffing

Research demonstrates that sustainable systems change occurs when all constituents across the education system align around a shared vision and evidence base and demonstrate collective responsibility. Without this alignment, efforts remain fragmented, resources are deployed inefficiently, and students experience inconsistent support across settings. **A strong coalition ensures that all partners, from state policymakers to classroom teachers to families, understand their role and work together toward a common goal for every student.**

Implementation Progress

Read Vermont was officially announced in August 2024 and launched with a webinar in September of 2024, attended by over 150 live participants and 279 registrants, including educators, community members, and Institutes of Higher Education. Recognizing the need for specialized expertise and additional capacity, the Agency procured proven subject matter experts through a competitive bidding process to support building local and state capacity for literacy improvement.

Shared Vision for Literacy

Building a statewide coalition required first establishing the vision around which everyone would align. The Agency grounded Read Vermont in a clear, research-based vision: Delivering high-quality reading and writing instruction based on scientific evidence will ensure that every child has the foundational skills to successfully engage with text and experience the joy of reading. This vision rests on fifty years of research showing that reading comprehension depends on spoken language comprehension, accurate decoding, vocabulary, and background knowledge working together. The full research base and shared vision are detailed in memorandum to Superintendents released September 17, 2024.

Building and Aligning Agency-Wide Capacity

Building agency-wide capacity required both organizational infrastructure for cross-divisional collaboration and shared knowledge. As a foundational step, the Agency reorganized in the fall of 2025 to align divisions and roles around key priorities, with Read Vermont serving as a cross-cutting cornerstone initiative. In addition, the Agency prioritized developing a common understanding and language around the science of reading across divisions, ensuring literacy would be integrated throughout all Agency work rather than siloed.

A core Read Vermont team convenes bi-weekly to act on priorities, while a broader extended team meets every 6–8 weeks to align efforts across all Agency divisions. Over 30 staff participated in an intensive two-day Literacy Lab and six follow-up workshops with national literacy experts, building shared knowledge of how the brain learns to read and a common language for evidence-based practices. This ongoing professional learning enables staff across diverse roles to coordinate their work and provide coherent support to schools statewide.

Collaboration Across Districts, Schools, and Educators

From the outset of Act 139 implementation, the Agency has prioritized building a collaborative, statewide effort to improve literacy outcomes. The Agency has intentionally fostered communication and collaboration across SU/SDs, schools, and educators.

Through statewide webinars, office hours, professional learning sessions, and targeted communications, the Agency has convened superintendents, principals, literacy leaders, and classroom educators around a common evidence base and shared expectations for foundational literacy instruction. Engagement with Vermont education organizations, including the Vermont Curriculum Leaders Association, has further extended this alignment across professional networks, helping to amplify consistent, research-based messaging throughout the field.

Beyond formal convenings, the Agency has partnered directly with SU/SDs and schools in response to individualized requests for clarification, feedback, and implementation support. These engagements are not isolated transactions; they serve as two-way exchanges that inform Agency guidance, elevate practitioner expertise, and strengthen coherence across the system. Overview of Act 139 Requirements and Recommendations for Local Education Authorities (LEAs) and Approved Independent Schools summarizes the requirements of Act 139 for SU/SDs and approved independent schools eligible to receive public tuition (independent schools) and serves as a reference for information and support that the Agency has provided throughout the first year of Act 139 implementation.

Active collaboration with the Vermont Advisory Council on Literacy has further reinforced this statewide approach. By bringing together diverse stakeholders to advise on implementation, the Council helps ensure that policy, practice, and community perspectives remain connected. The Agency has actively integrated recommendations and input from the Council into the design and implementation of Read Vermont. Together, these efforts are transforming literacy improvement from a collection of local initiatives into a coordinated, statewide movement grounded in shared responsibility and common purpose.

Partnership with Institutes of Higher Education

The Agency engaged Institutes of Higher Education (IHE) through two in-person convenings and multiple structured feedback cycles during the development of the Agency's Educator Preparation Program Recommendations issued in December 2025. This collaborative process reinforced a shared commitment to equipping all Vermont educators with the knowledge and support needed to teach all students to read. IHE partners provided substantive, content-specific input on core teaching standards and emphasized the importance of alignment across the full professional continuum, from pre-service preparation through induction and ongoing professional learning. The process strengthened cross-institution relationships and generated interest in continued collaboration to ensure coherence between educator preparation and in-service implementation efforts statewide.

Building on this momentum, the Agency partnered with the University of Vermont's Literacy Hub to convene a statewide research-to-practice lecture featuring literacy expert Dr. Claude Goldenberg. Hosted by UVM, the event was intentionally designed to include faculty and leaders from all IHEs, in-service educators, community members, and students. Over 140 people participated and reported an increased understanding of the research base underlying evidence-based literacy instruction and greatly valued the opportunity to learn directly from a national expert. Participants also expressed strong interest in continued opportunities to engage with national experts to support the translation of research into classroom practice. The is the first event in a continuing partnership with IHEs to improve literacy learning in Vermont.

Next Steps

- The Agency will continue to strengthen and expand the statewide literacy coalition with a particular emphasis on engaging and empowering families.
- The Agency will support and participate in continued convenings of IHEs to ensure coherence between pre-service and in-service educator development.
- The early stages of planning are underway for a second research-to-practice lecture in partnership UVM's Literacy Hub, continuing the partnership to bring national expertise to Vermont educators and communities.
- The Agency is developing strategies with community partners and other Agencies to engage families and caregivers as essential literacy partners, ensuring they have clear, accessible information and support to advance their children's reading development.
- The Agency will continue to align external partners' support and efforts to fulfill the vision of Read Vermont, ensuring partners across the state are coordinating and aligning efforts to achieve common goals for students.
- The Agency will continue active participation on the Advisory Council on Literacy and continue incorporation of Council recommendations into Read Vermont.

Strategic Priority 2. Early Identification and Data Use

What: Robust local comprehensive assessment systems (LCAS) include high-quality universal screeners to establish consistent, actionable data at the classroom, district, and state levels. Universal screeners are critical to early identification of reading challenges for students, enabling timely support to promote long-term student success. Early identification only matters if it is paired with timely, high-quality, responsive instruction that meets students where they are and moves them toward grade-level proficiency.

Why: Decades of research are unequivocal that the earlier students who are struggling with reading are identified and provided with intensive, evidence-based intervention, the more likely they are to reach grade-level proficiency with their peers, and the less likely the early gaps are to compound into lifelong consequences. The primary purpose of K-3 universal reading screening is early identification to ensure that educators can detect potential reading difficulties and respond with timely, targeted instruction and intervention In addition, at the classroom, school, and district levels, screening results reveal patterns and trends to inform instructional planning, professional learning, and resource allocation.

Universal screening is a foundational component of a strong LCAS. Universal screening is not intended to be a stand-alone process. It is most effective when integrated into a robust Multi-Tiered System of Supports (MTSS) decision-making framework. Unlike summative assessment, universal reading screeners are brief by design and focused on identifying needs and strengths of individual students early.

Universal screener data offer insight into the overall health of a school's instructional system, supporting both individual student success and continuous improvement at the school and district levels. To effectively administer screeners and translate data into classroom, building, and district practices to improve literacy outcomes, timely, accessible professional learning and strategic leadership for educators and administrators is critical.[1]

Implementation Progress

Universal Reading Screener Requirements: Agency Review and Recommendations

In January of 2025, the Agency published Review and Recommendations: K-3 Universal Reading Screeners, which reviews universal reading screening instruments, offers recommendations, and provides practical guidance for screener selection and supplementation to fulfill the Act 139 legislative requirement. The Agency reviewed the administration and technical manuals of screening assessments and evaluated them based on their alignment with Act 139 required review criteria. These criteria include *technical adequacy, attention to linguistic diversity, administrative usability,* and *the validity and reliability of measures assessing early literacy development, including phonemic awareness, phonics, fluency, vocabulary, and comprehension*.

To determine which screeners to review, the Agency applied three selection criteria:

1. Screeners most commonly used in Vermont;
2. Screeners frequently evaluated and recommended by State Education Agencies nationwide for alignment with the science of reading; and
3. Screeners designed for use in K-3.

Based on this review, the Agency **strongly recommended four universal reading screeners that met Act 139 review criteria**. The Agency also identified **acceptable screeners that meet many, but not all Act 139 criteria and require supplementation** to ensure comprehensive coverage of foundational literacy skills or stronger technical adequacy (see Review and Recommendations for more details).

During the first year of implementation, the Agency recommended that SU/SDs using screeners not included in the review implement a free strongly recommended screener (Acadience Reading K-6 or DIBELS 8th Edition). Given the tight timeline following Act 139 passage, it was appropriate that SU/SDs relied on available information to select screeners before Agency guidance was published. Moving forward, the Agency expects and will monitor that SU/SDs select universal reading screeners that have been reviewed and recommended by the Agency using Act 139 criteria. The

[1] National Library of Medicine

Recommendations section of this report includes a formal recommendation regarding future use of reviewed and recommended screeners.

To support schools in implementing screening requirements and ensuring identified students receive appropriate interventions, the Agency has provided:

- **Training and technical assistance:** The Agency hosted an orientation and Q&A session on screener guidance (attended by nearly 80 Vermont leaders and educators) and a workshop on practical implementation of K-3 reading screening and best practices for SU/SDs not currently using a recommended screener.
- **Parent communication resources:** Requirements and Recommendations on Screening Notification for Parents and Guardians, a stand-alone parent and guardian letter template, and Act 139 Frequently Asked Questions About Screening and Notification were issued along with a webinar designed to provide implementation support.
- **Support for older students:** While early identification is key, there are adolescents who need additional support. When Section 10 of Act 72 amended 16 V.S.A. § 2903 in 2025 to require supplemental reading instruction to any enrolled student whose reading proficiency falls significantly below proficiency standards or prevents progress in school, the Agency published guidance and hosted a Q&A webinar to clarify requirements for educators serving students in grades 4-12.

Key Findings

- 80% response rate (163 of 204 schools serving students in grades K-3).
- 89% of schools using screeners reviewed as either strongly recommended or acceptable by the Agency.
- 58% of K-3 students performed at or above proficiency; 42% below proficiency.
- 98% of schools use screening data to inform interventions and 95% use screening data to adjust instruction.

Data on First-Year Screening

Implementation and Use (SY 2024-2025)

To understand early implementation of universal screening required in Act 139, the Agency collected screening data through a survey administered to all Vermont schools serving students in grades K-3 at the start of the 2025-2026 school year. The survey had an 80% response rate among public schools serving K-3 students (163 out of 204), capturing information about 20,046 students. An additional 571 students were not screened, likely due to significant cognitive impairments or status as multilingual English learners. A complete list of responding schools, screeners used, and proficiency rates is provided in Appendix C.

Several factors affect the comparability of screening data across schools. Different screeners assess different skill sets and define proficiency differently, and 12% of

schools adjust the established risk cut points on their screeners. While these factors limit direct school-to-school comparisons, the data provide valuable insights into statewide screening implementation and overall student literacy needs. The variability also points to a need to establish greater standardization and rely on evidence-based cut scores to ensure more comparable results in the future. See "Data Interpretation Considerations" below for additional detail.

Screener Adoption

Nearly all responding schools (98-99%) reported using a universal screener in grades K-3, and 89% of schools are using a screener that is either strongly recommended or acceptable with supplementation based on the Agency's review and recommendation (Table 3). Survey respondents indicated that the most frequently utilized screeners include Star by Renaissance, Amplify mCLASS DIBELS 8th Edition, FastBridge, i-Ready, and aimswebPlus by Pearson. Although Act 139 does not require SU/SDs to use a screener reviewed by the Agency, the five most commonly used screeners are either strongly recommended or considered acceptable with supplementation according to Agency's screener guidance. Table 3 below includes the percentage of schools using screeners at each recommendation level. Table 4 includes the percentage of schools using each screener by grade level and the level of recommendation from the Agency's review of universal screeners.

Table 3. Percentage of Schools Using Screeners at Each Recommendation Level

Recommendation Level	Percentage of Schools
Strongly Recommended	31%
Acceptable	58%
Not Reviewed	9%
None	1%

Table 4. Percentage of Schools Using Each Screener by Grade Level

Screener Name	K	1	2	3	Recommendation
Amplify mCLASS DIBELS 8th Edition	18%	18%	18%	14%	Strongly Recommended
DIBELS 8th Edition by University of Oregon	4%	3%	3%	4%	Strongly Recommended
Acadience Reading K-6	3%	3%	3%	3%	Strongly Recommended
Star by Renaissance	24%	25%	26%	32%	Acceptable
FastBridge	16%	16%	15%	11%	Acceptable[2]

[2] FastBridge aReading is acceptable as a screener for grades 1-3 with the addition of a fluency measure; FastBridge earlyReading is strongly recommended as a screener for grades K-1; FastBridge CBM was not reviewed for AOE guidance.

Screener Name	K	1	2	3	Recommendation
i-Ready	11%	11%	11%	11%	Acceptable
aimswebPlus by Pearson	8%	8%	8%	8%	Acceptable
NWEA MAP Reading	4%	4%	4%	8%	Acceptable
Amira Assessment	4%	4%	4%	4%	Not Reviewed
Literably	2%	2%	2%	2%	Not Reviewed
NWEA MAP Growth	1%	1%	1%	1%	Not Reviewed
PAR	1%	1%	1%	1%	Not Reviewed
Track My Progress	1%	1%	1%	1%	Not Reviewed
Core Phonics	1%	1%	1%	0%	Not Reviewed
EL Benchmark	1%	1%	1%	0%	Not Reviewed
FastBridge CBM	0%	0%	1%	1%	Not Reviewed
None	2%	2%	2%	1%	N/A

Note: Several assessments were not included in this review due to lack of access to recent technical adequacy information and/or clarity about assessment integration (i.e., AMIRA, Istation, and Map Growth by NWEA). Others were not reviewed because they do not qualify as screeners (e.g., EL Benchmark). In addition, the Agency did not review Fountas & Pinnell Benchmark Assessment System since research does not support its efficacy in identifying gaps in the essential foundational literacy skills required in Act 139. The Agency plans to assess the need to review additional screeners at least annually.

Student Proficiency

Overall, **42% of students screened in grades K-3 performed below proficiency** on the universal reading screener administered by their school, **35% met proficiency**, and **23% of students performed above proficiency**. In other words, 58% of students performed at or above proficiency as illustrated in Figure 1 below. In addition, student proficiency data are further disaggregated by grade level in Table 5 below. Proficiency rates were fairly consistent across grade levels, with the percentage of students below proficiency ranging from 39% in kindergarten to 45% in first grade. A full report of universal screening results for each responding school can be found in Appendix C.

Figure 1. Student Proficiency K-3

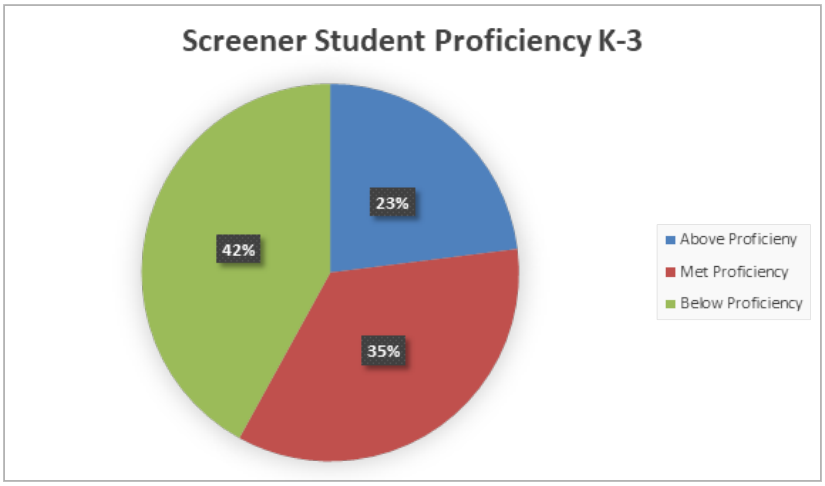

Table 5. Percentage of Students Proficient by Grade Level Based on Universal Screener

Grade	Above Proficiency	Met Proficiency	Below Proficiency
Kindergarten	20%	41%	39%
Grade 1	20%	35%	45%
Grade 2	26%	31%	43%
Grade 3	27%	32%	41%

Universal screening results for responding schools indicate that a substantial proportion of Vermont's K-3 students require additional literacy support. **Below-proficiency rates between 39-45% across all grades suggest that yearly identification through universal screening is successfully identifying students who need intervention and the importance of effective, evidence-based universal instruction to ensure students solidify foundational skills early and are set up for future success.**

Data Collection and Analysis Protocols

Vermont schools are using universal screening data to drive instructional decisions and communicate with families. Survey respondents indicated that **a vast majority of schools use screening data to inform intervention decisions (98%) and adjust instruction (95%), and 97% use the data to report to parents**. About **three quarters of schools use screening data to make programmatic decisions (71%) and to report to the school board (78%)**. Screening data is most powerful when it leads to action. The expectation that every Vermont student reach grade-level reading proficiency as a foundation for promotion and continued learning depends on schools using screening data to deliver high-quality, evidence-based interventions early.

When asked about interest in a statewide universal reading screener, 22% indicated that they were not interested, 43% expressed moderate interest, and 35% were unsure. Implementation of common screeners across the state would require funding and professional development to ensure effective implementation.

Data Interpretation Considerations

Several factors affect the interpretation and comparability of universal reading screening results across Vermont schools.

Variability in Screeners Used: Not all screeners test the same skills; some must be supplemented with additional assessments to properly screen for all five foundational skills named in Act 139. Additionally, the categories of "above proficiency," "met proficiency," "below proficiency," and "significantly below proficiency" mean different things on different screeners. Decreasing variability in the number of screeners used would help mitigate these discrepancies.

Screening Schedules and Timing: Each school establishes its own screening administration schedule, including the number of screenings administered a year. While Act 139 requires that K-3 students are screened one time per year, the Agency strongly recommends screening three times per year (beginning, middle, and end of the year). In this survey, **92% of respondents reported data from their end of year screening administration, 6% from mid-year, and 2% from the beginning of the year.** This, however, does not mean the school only administers the screening at the end, middle, or beginning of the year. The Agency does not currently have information about the number of times schools screen students per year.

Next Steps

- The Agency will annually assess the need to update universal screener recommendations and expectations. This will include identifying the need to review additional or new screeners. In the near term, the Agency will define clear expectations for the use of highly recommended or acceptable screeners for the third year of Act 139 implementation (2026-2027 school year).
- The Agency will clarify the strong recommendation that all schools are expected to screen K-3 students for foundational literacy skills three times a school year.
- The Agency will provide additional universal screener implementation support and professional learning opportunities.
- The Agency will collect screening results for the 2025-2026 school year through a survey of principals released mid-June and open through mid-July 2026.

Strategic Priority 3. Ensuring Evidence-Based Instruction

What: Ensuring evidence-based instruction involves supporting districts to implement High-Quality Instructional Materials (HQIM) and evidence-based practices through professional learning and coaching. HQIM are curricular materials aligned to academic standards that embed evidence-based, inclusive instructional practices and provide teacher supports for diverse settings (Ed Elements, 2026). These materials are intentionally designed to build student knowledge and skills progressively, promote

deep understanding of grade-level content, and ensure vertical and horizontal alignment across grades.

Why: Research demonstrates that students using standards-aligned, evidence-based curricular materials experience significant academic gains (TNTP, 2018). HQIM provide educators with a robust foundation and materials to deliver engaging, personalized, and effective instruction, allowing them to focus on what matters most: working with students, refining and differentiating lessons, and analyzing data to inform instruction. By adopting HQIM, educators can invest time and energy in creating dynamic learning environments that inspire curiosity and confidence in all students. Combined with the right implementation supports, HQIM contribute to increased equity and stronger, more coherent instruction across classrooms and schools.

Implementation Progress

To understand how Vermont schools are approaching literacy core curriculum, the Agency collected information about the use of curriculum through the same survey administered for universal screening. The survey explored curriculum coordination, curriculum selection, and implementation across SU/SDs serving K-3 students. While Vermont does not have statutory authority to require specific curriculum and Act 139 does not address HQIM, Education Quality Standards (EQS 2120.6 and 2120.7) require SU/SDs to develop coordinated, equitable curriculum aligned with State Board-approved standards. Importantly, HQIM alone do not ensure student learning. School systems must cultivate the conditions that allow effective use of these materials for student learning.

Curriculum Design and Delivery

Key Findings:

- 80% response rate (163 of 204 schools serving students in grades K-3).
- 59% of responding schools are implementing high quality curricular programs according to EdReports.
- 71% of responding schools report district-wide program adoption; however, many supplement with district-, school-, or teacher-created materials (23%, 20%, and 28%, respectively).
- Several commonly reported core curricular programs are designed as supplemental programs or text materials and only teach specific skills and are not comprehensive core curricula.
- At least 32 schools report using teacher-, school-, or district-created materials as part of their core curriculum, raising questions about alignment with evidence-based practices.

Overall, many SU/SDs and schools are relying on fragmented approaches to curriculum implementation. This highlights a significant need for professional learning, clear guidance, and implementation support to ensure a stronger understanding and delivery of high-quality, coordinated curriculum.

Survey results reveal significant variability in how curriculum is designed and delivered across Vermont schools, indicating that many students are not receiving evidence-aligned instruction. Approximately 59% of responding schools (96 schools) are implementing high quality curricular program materials designed for core instruction according to EdReports.[3] In many cases, the reported program is not comprehensive or is designed specifically as a supplemental program, addressing only one or a few of the foundational reading skills necessary to ensure proficiency in the Common Core State Standards (CCSS) or to meet Act 139 requirements for instruction. School observations further highlight continued use of materials that are not evidence-based, such as Fountas and Pinnell, as well as a reliance on unvetted, ad hoc resources such as "Teachers Pay Teachers" (TpT) and worksheets. Appendix D provides detailed information about core curriculum core curriculum programs reported by respondents (Table 16).

Additionally, at least 32 schools noted teacher-, school-, or district-created curriculum, as part of their core curriculum and did not note any curricular program, raising questions about implementation fidelity and consistency of curriculum delivered. The quality of locally developed materials can vary greatly and may not necessarily include HQIM or a rigorous review process, resulting in students receiving instruction that is not aligned with research.

While 81% of respondents reported that there is a coordinated curriculum across all schools serving K-3 in their SU/SD, 19% indicated there is not a coordinated approach. Given the high prevalence of district-, school-, or teacher-created materials and use of supplemental curricula, **SU/SDs may have varying definitions of coordinated curriculum**.

Survey respondents provide a picture of how curriculum is designed and delivered in Vermont schools. The responses are included in Table 6 below.

[3] High-quality designation is based on meeting all expectations identified in independent reviews conducted by EdReports. While EdReports provides a baseline measure of alignment to the Common Core State Standards, it does not encompass all evidence-based instructional practices. For the purposes of this report, the Agency used EdReports as a baseline indicator and is undertaking a more comprehensive curriculum review for publication in 2026.

Table 6. Curriculum Design and Delivery

Curriculum Selection	Number of Schools	Percentage of Schools
District level created materials	37	23%
School-created materials	32	20%
Teacher-created materials	46	28%
Program adoption district wide	115	71%
Program adoption school wide	40	25%

Please note, since respondents were able to select multiple responses, percentages will not add up to 100%.

Further examination of this data reveals that of districts who indicated use of district-, school-, or teacher-created materials, 12 are using a supplemental curriculum as their core curriculum, 23 are also using a district-adopted core curriculum, and at least 32 are using teacher-, district-, or school-created curricula.

ELA Programs in Use

Vermont schools use a wide variety of ELA programs, with considerable variation both across and within districts. Respondents could select multiple options, and many reported using more than one program for their core curriculum as well as for supplemental curricula.

The most common curricular programs reported as core curricula, in order, are:

- EL Education K-5 Language Arts by Open Up Resources
- Bookworms by Open Up Resources
- Core Knowledge Language Arts (CKLA) by Amplify
- Fundations by Wilson Language Training *(note, Fundations is designed as a supplemental program, not a comprehensive core curriculum)*
- ARC Core by American Reading Company

While EL Education, CKLA, and ARC Core Reading are all highly rated by EdReports independent reviews, some schools are using supplemental programs (designed to support, not replace, core instruction) as their primary curriculum. Such programs respondents noted include Fundations by Wilson Language Training, UFLI Foundations, and Bridge to Reading: Foundational Skills by Heggerty. These programs often teach foundational skills such as phonics or phonemic awareness in isolation and not as part of a coherent instructional system, meaning students are likely not receiving comprehensive literacy instruction. Appendix D provides detailed information and data about the programs survey respondents reported using as their core curriculum (Table 16), the programs survey respondents reported using as supplemental curriculum (Table 17), and the curricular programs used by school (Table 18).

The variety of responses related to core curriculum, the number of different programs identified, and the use of supplemental programs as core curriculum

indicate potentially fragmented instruction and uncertainty about the integrity of implementation. Targeted support for SU/SD leaders and educators in selecting and implementing evidence-based curriculum will strengthen literacy instruction statewide and a focus for the Agency.

Evidence-Based Practices

The Agency recently published a Read Vermont Literacy Toolkit to support Vermont educators and educational leaders in the selection and application of high-quality instructional practices in literacy and English language arts. This resource is designed to support educators and leaders in strengthening their understanding and practice of the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as writing. The Toolkit provides resources to help educators and leaders integrate these essential components so that they work together to develop skilled, confident readers who can understand and engage with text across all content areas.

The Agency also published Evidence-Based Literacy Practices: Instructional Resources. Each of these documents provides information about evidence-based practices recommended in one of the What Works Clearinghouse Practice Guides from the Institute of Education Sciences (IES). This includes a link to the specific practice guide; the grade level or band the practices support; connections to the Education Quality Standards (EQS); a table containing each evidence-based practice with a link providing more specificity, the Every Student Succeeds Act (ESSA) level of evidence, and suggestions for implementation; and a list of research and resources connected to the practices.

System-Level Support

State, district, and school systems and structures support effective instruction through alignment of HQIM, assessment practices, and evidence-based practices. The Agency has published an implementation guide for system leaders to improve student literacy learning by creating the systems, infrastructure, professional learning, and materials to support the delivery of quality curriculum and instructional practices across grade levels.

Throughout the implementation of Act 139, the Agency has actively engaged with educators and school leaders to understand curriculum opportunities, challenges, and needs. Through partnerships with Vermont education associations, school site visits, and various professional learning convenings, Agency staff have gathered valuable insights that inform ongoing support and resource development. These direct conversations with practitioners help ensure that guidance and support align with the realities educators face in classrooms across the state.

Work is currently underway, led by the Curriculum and Instruction Division, to publish specific and comprehensive guidance around the selection, evaluation, and delivery of high-quality curricular programs, materials, and evidence-based practices. This

guidance will be accompanied by detailed and ongoing professional development and implementation support plans.

Next Steps:

- The Agency will issue guidance and recommendations on high-quality curricular and instructional materials as well as evidence-based practices and programs before the end of the 2025-2026 school year.
- The Agency will provide ongoing implementation support over the next several years, as schools implement high-quality curriculum and instructional materials.
- The Agency will coordinate the revision of Multi-Tiered System of Supports (MTSS) and Educational Support Team (EST) supports over the next two years to ensure appropriate guidance on system support elements related to evidence-based instruction, intervention, assessment, and early identification processes.

Strategic Priority 4. Educator Excellence

What: Educator excellence is achieved through high-quality professional learning that equips teachers to deliver evidence-based instruction to every student and alignment of educator preparation programs (EPPs) and licensure with evidence-based practices. Key components of high-quality professional learning and pre-service coursework aligned with the science of reading include fundamental knowledge of how the brain learns to read, cognitive science, linguistics, and research-backed methods. Professional learning should have a structured literacy focus with emphasis on explicit, systematic instruction in phonological awareness, phonics, decoding, spelling, fluency, comprehension, and writing.

Why: An extensive body of research demonstrates that teacher knowledge and practice are critical to student reading success; expertise in foundational reading skills, language structures, and evidence-based instruction can significantly reduce early reading failure and improve literacy outcomes across diverse student populations.[i] In fact, research suggests that approximately 95% of children can learn to read if they receive explicit and systematic evidence-based instruction early and from well-prepared educators.[ii]

National studies indicate that teacher preparation programs have opportunities to strengthen how they prepare educators to teach reading effectively. In 2023, NCTQ conducted a review of over 700 elementary teacher preparation programs in the U.S. and found that only 25% adequately cover the five foundational components of reading instruction. There is a clear need to deepen pre-service teachers' knowledge and experiences as they prepare to provide effective reading instruction to improve literacy outcomes of Vermont students.[iii]

Building professional knowledge and putting that knowledge into practice support improved literacy outcomes and aligning the education system with the science of how students learn to read. Coaching educators on the job as they teach students is one of the most effective ways to build a culture of continuous improvement, shift practices,

and impact student learning. Coaching, practice, and feedback are what drive change in classrooms and build capacity in systems. Skilled, responsive coaching helps transform classroom and district practices and, ultimately, student outcomes.

Implementation Progress

Read Vermont is supporting Vermont districts in building their capacity to teach students how to read through professional learning and coaching. Vermont has made tremendous progress in expanding access to literacy-focused professional learning, from its initial availability because of Act 28 of 2021 to a requirement under Act 139 in 2024. Agency staff, SU/SDs, and schools have engaged in this professional learning.

The Agency has conducted research and produced recommendations, guidance, and resources to support Act 139 implementation and improve literacy outcomes with a goal of establishing a shared baseline of understanding and clarifying recommended minimum expectations for SU/SDs and schools. The Agency has intentionally aligned all recommendations, provided hands-on implementation support, and engaged educators in professional learning and workshops related to published guidance. In addition, the Agency frequently fields 1:1 questions from leaders and educators that have also informed the issuance of Frequently Asked Questions documents. The Agency is committed to partnering with SU/SDs, schools, and educators and continuing to provide responsive support and resources to meet Act 139 expectations and strengthen literacy outcomes.

Coaching

Coaching is a cornerstone of Read Vermont. There have been two distinct Read Vermont coaching opportunities since the fall of 2024.

The Agency's first Read Vermont coaching opportunity included providing intensive, personalized coaching support for over 100 PreK-3 educators, leaders, and administrators from 28 Vermont elementary schools from January-March 2025. Due to a recall of federal funding and the subsequent disruptions this caused, this coaching could not continue as planned through February 2026, and the contract was terminated.

In October of 2025, the Agency announced a renewed Read Vermont coaching opportunity, the Read Vermont Literacy Institute. The Agency, through a contract with science of reading experts, has initiated a cohort model that reflects a shift toward deeper and more coherent implementation support. The Literacy Institute brings together teams of educators and school- and district-level leaders from eleven schools for this year's pilot. Involved K-3 school and district leaders and educators engage in differentiated but connected learning pathways, allowing each group to build role-specific expertise while learning alongside one another. In many cases, multiple schools from the same SU/SD are participating together, strengthening alignment, shared leadership, and system-level coherence.

The Institute model is intentionally designed to move professional learning toward classroom and schoolwide impact. Over four six-week coaching cycles, participants are learning about and implementing evidence-based literacy practices in their classrooms and schools. Participants reflect on current instruction and collect and analyze data on student learning to guide continuous improvement. Coaches support school teams in using data to assess progress, refine practice, and strengthen what is working, while shared cohort learning opportunities allow teams to learn from one another. Together, these elements distinguish the relaunch as a model focused on supporting sustained changes in practice that lead to improved literacy outcomes for students. The Agency is committed to continuing the Read Vermont Institute into the 2026-2027 school year and is actively identifying multiple funding sources to ensure a sustainable model that will spread and scale beyond the five districts involved in the pilot cohort. To sustain this work, the Governor's FY 27 budget request included a reversion and reappropriation of $700,000.

2024-2025 Read Vermont Workshop Series

In the 2024-2025 school year, the Agency hosted a monthly workshop series starting in November 2024. The series was designed to build knowledge among educators and leaders serving students in grades PreK-12 and beyond in understanding and implementing evidence-based instructional practices. Between 60-75 educators participated live in each session and others engaged asynchronously viewing the recordings.

"I **LOVE** hearing the many successes that other teachers have in their teaching of reading. I am a reading interventionist and don't often have an opportunity to meet with others who are teaching in the higher grades. I love to get new ideas and learn about resources that others are using."

– Workshop Participant

Most of the workshops were delivered through a contract with the Stern Center for Language and Learning, including:

- Explicit, systematic, evidence-based instruction
- Reading comprehension and common roadblocks
- Literacy assessment and specific role of screeners
- Direct vocabulary instruction
- Phonemic awareness and spelling
- Adolescent literacy in grades 5-12: causes, impacts, and instructional practices

Two national subject matter experts offered workshops pro-bono to complete the workshop series, given the lapse in federal funding:

- Dr. Louisa Moats: *The why, what, and how of phonics instruction*
- Kathryn Grace: *Phoneme Grapheme Mapping*

"This has been one of the most relevant, engaging, and accessible PD opportunities I have ever participated in from the AOE. Thank you for your work and commitment! Thank you, Dr. Moats!" – Workshop Participant

During each of the eight workshops, participants completed a pre-survey and post-survey rating their knowledge. On average, a vast majority of educators (69-87% across all workshops) reported a stronger understanding of the workshop material following the workshop. Educators were also asked to rate the effectiveness of the sessions in providing information to support students in their classrooms; responses ranged from 65%-100%, with most in the 95-100% range. All in all, the workshop series helped educators build knowledge and gain practical advice from subject matter experts and their peers.

Asynchronous Literacy Modules and Facilitator Guides

In 2023, the Agency launched an asynchronous virtual course, "Building a Strong Foundation for Lifelong Literacy Success" with an accompanying facilitators guide after the passage of Act 28 of 2021, which directed the Agency to "provide professional development learning modules for teachers in methods of teaching literacy in the five key areas of literacy instruction as identified by the National Reading Panel, which are phonics, phonemic awareness, vocabulary, fluency, and reading comprehension." **The availability of literacy-focused professional learning based on the science of reading was an important initial step in building educator knowledge and increasing awareness about the need to improve literacy outcomes.** The course contains six asynchronous modules for both grades K-3 and grades 4-12. To date, 5,744 Vermont educators have registered for and 1,040 have completed a module course.. The level of registration reflects demand and interest from the field; however, the gap between registration and completion suggests that access alone is insufficient, and that educators need additional support, structure, or incentive to engage fully with professional learning. The modules will continue to be available through July 2026 when the contract ends. The Agency is incorporating lessons from this work, especially the importance of structured support and incentives alongside access, into the future professional learning plans described in the immediate actions below.

While offering high-quality, no-cost professional learning is an important foundation, clear mechanisms and incentives to encourage and require high quality professional learning are critical to improve literacy achievement for all students. Currently, Act 139 required professional learning is required to be tracked at the school level without consistent statewide standards or expectations. Establishing consistent statewide professional learning standards in literacy and more clearly linking them to licensure renewal would ensure that all educators responsible for teaching students to read obtain the foundational knowledge and practice necessary to deliver high-quality instruction. This would provide critical structure by clarifying expectations, promoting coherence, and supporting school leaders in prioritizing and planning professional learning that aligns with evidence-based literacy practices statewide.

Stand Alone Professional Learning

Through a collaboration with the United States Holocaust Memorial Museum, the Agency's Curriculum and Instruction team delivered professional learning related to authentically teaching Holocaust literature and evidence-based literacy practices to ELA and humanities educators in December 2025. A post survey indicated strong satisfaction with the professional learning, with respondents scoring it a 5/5 for meeting expectations and a 4.82/5 for how likely participants are to use what was learned in the classroom. Respondents described the professional learning as "super insightful," "fantastic," "very helpful," "such a wonderful experience," and "amazing." One respondent noted that the "literacy piece was really important to add to this PD" with another saying they were "eternally grateful for this class."

Educator Preparation Programs

The Agency issued recommendations to the Vermont Standards Board for Professional Educators (VSBPE) on strengthening educator preparation programs (EPPs) in Vermont's institutes of higher education as required by Act 139. The Agency's recommendations are based on analysis of current reading outcomes in Vermont, research on the impact of teacher expertise on student achievement, and lessons learned from EPP actions in other states. The recommendations to the VSBPE include:

1. Revisions to teaching and leadership standards,
2. A literacy-focused licensure assessment, and
3. Updates to the Results-Oriented Program Approval (ROPA) process.

The recommendations will ensure that Vermont's EPPs prepare aspiring teachers to teach reading using evidence-based practices and offer a path forward for continued collaboration among Vermont schools, the Agency, and the EPPs. The recommendations are now under consideration by the VSBPE.

Survey Data on Professional Learning

The survey the Agency administered to gather information on screeners and curriculum also gathered information about literacy pre-service and professional learning needs of Vermont's educator workforce. This information will inform Agency support strategies and professional learning opportunities.

The survey asked about a school's ability to hire educators with literacy pre-service training in evidence-based literacy practices. **41% of principals reported that finding candidates with pre-service training in the application of evidence-based literacy practices has been a challenge** while only 4% reported always being able to hire such candidates. However, 33% of respondents reported that they can mostly hire candidates with pre-service training in the application of evidence-based literacy practices. Table 7 provides more information about hiring new teachers trained in the application of evidence-based literacy practices.

Table 7. Hiring Teachers with Training in the Application of Evidence-Based Practices

Hiring Teachers with Training in the Application of Evidence-Based Practices	Percentage of Respondents
Finding candidates with pre-service training in the application of evidence-based literacy practices **has been a challenge**.	41%
We can **mostly** hire candidates with pre-service training in the application of evidence-based literacy practices.	33%
We **don't always know** if candidates have pre-service training in evidence-based literacy practices.	11%
We can **rarely** hire candidates with pre-service training in the application of evidence-based literacy practices.	11%
We can **always** hire candidates with pre-service training in the application of evidence-based literacy practices.	4%

Professional Learning Priorities

Survey respondents were asked to rank the priority level for each of a series of professional learning topics. Based on the average rating from each topic, respondents noted writing as the number one professional learning priority, with comprehension coming in second, and supporting multilingual English learners as the least important.

The Agency also recognizes the need to support professional learning in the acquisition of literacy skills for multi-lingual English learners. Professional learning focused on serving multilingual English learners can be microdosed in pre-existing opportunities, no matter the subject or content area, as all content needs to be made accessible for these students. Further, and perhaps most importantly, techniques for supporting and scaffolding for multilingual English learners have been shown to increase the achievement of all learners.

Other professional learning opportunities respondents indicated as most important to least important, include:

- Word recognition
- Fluency
- Vocabulary
- Phonological awareness
- Using screener data to guide instruction
- Cultural and historical relevance
- Universal screener administration

Access to professional learning alone is not sufficient to drive consistent transfer of knowledge to the classroom or equitable student outcomes. To ensure that professional learning leads to changes in practice, educators and leaders would benefit from clear expectations and sustained system-level support.

Next Steps

Inservice Professional Learning:

- Contingent on funding, the Agency will continue and scale the Literacy Institute beyond the initial cohort of 11 schools in the 2025-2026 school year, expanding access to high-quality professional learning and job-embedded coaching to additional schools. The Institute is designed to grow in reach and impact, ensuring more schools, educators, and students benefit.
- The Agency will identify opportunities to expand access to high-quality professional learning through asynchronous and synchronous formats, offered via a cohort model and available to all educators and leaders across the state. To recognize and incentivize completion, participants would earn a microcredential or other certification.

- The Agency will create opportunities for comprehensive support, professional development, and coaching opportunities for educators. This may include automating approval of pre-determined professional learning criteria/credentials within the current Vermont Licensing System for Educators (VLSE).
- The Agency will explore opportunities to leverage educator preparation program partnerships to align and expand professional learning opportunities for in-service educators.
- The Agency will establish clearer and more consistent professional learning expectations to support educators, strengthen local implementation, and advance coherent, statewide implementation of literacy initiatives.

Educator Preparation Programs:

- The Agency will support the Vermont Standards Board of Professional Educators (VSBPE) as they deliberate the Agency's recommendations.
- The Agency will continue to partner with EPPs to prepare pre-service teachers with evidence-based reading instruction.
- The Agency will continue to review and revise endorsements to ensure alignment with the science of reading.
- The Agency will work with the finalized VSBPE decisions on EPP shifts in course of study to ensure high quality pre-service professional development for all educators entering the workforce.
- The Agency will work with the finalized VSBPE decisions on the revisions to the ROPA process to ensure the consistent and quality expectations for programs training educators of literacy and English language arts.
- The Agency will continue to revise teacher and leadership standards to ensure quality assurance of staff in delivering literacy and ELA instruction.

Future Ready: Implementation Considerations, Immediate Next Steps, and Areas for Exploration

The first 18 months of implementing Act 139 have raised several important considerations and lessons learned at the state, SU/SD, and classroom levels. The following considerations, recommendations, and areas for exploration aim to improve and sustain literacy outcomes through statewide and local systems that effectively support evidence-based reading instruction in every Vermont classroom for every student.

Implementation Considerations

Change Management and Implementation Timelines

The Agency recognizes that shifting to evidence-based practices grounded in the science of reading requires an adaptive approach to change management. Leading this

change at the state level, in SU/SDs, and in classrooms is complex and requires an iterative approach based on a core vision with achievable goals and priorities. At the same time, the Agency acknowledges the tension that students have urgent needs that must be met immediately.

This tension was evident in the initial implementation of Act 139. Schools were required to comply with the law upon passage on May 30, 2024, including beginning universal reading screening and reporting data to the Agency during the 2024-2025 school year. However, the Agency was not required to provide screener recommendations until January 15, 2025, and this time was needed to conduct research and provide high-quality, evidence-based recommendations. As a result, schools did not have recommendations about screener selection or administration as they began screening in the 2024-2025 school year.

Sustainable Funding

Sustained literacy improvement requires sustained funding. Act 139 set ambitious literacy requirements for Vermont schools without state funding to support them, leaving SU/SDs to rely on federal and local sources that are constrained by their own rules. For instance, federal supplement-not-supplant requirements restrict Local Education Agencies (LEAs) from using Title dollars to fund state-mandated activities. In practical terms, this means that because Act 139 requires K–3 universal reading screening and professional learning, those specific activities cannot be paid for with federal Title funds, the very funds many SU/SDs have utilized for literacy screening and professional learning before Act 139 passage and that would otherwise have used.

States that have meaningfully improved student literacy outcomes have done so through coordinated investment across multiple funding sources, sustained over many years. At least 30 states have invested state general funds in evidence-based literacy efforts. No state has realized gains in early literacy outcomes through a single funding source, and measurable impact at scale takes a minimum of five years. A review of comparable state efforts indicates that realizing literacy improvement requires strategic, layered, long-term investment paired with strong policy and implementation partnership.

Mississippi, the most frequently cited example of dramatic literacy improvement, illustrates the timeline and resource commitment most directly. The state's progress on the National Assessment of Educational Progress, often referred to as the "Mississippi Miracle," was in fact a 25-year effort, a “marathon.” It began in 2000 with a $100 million philanthropic investment from the Barksdale Reading Institute, which funded teacher training, instructional coaching, and partnerships with teacher preparation programs for more than a decade to demonstrate impact before state policy was passed. In 2013, state appropriations followed, including an initial $9.5 million investment with the passage of the Literacy-Based Promotion Act, which increased to approximately $15 million annually in 2014, and has held at that level since. Currently the Mississippi Department of Education has approximately 85 staff on their literacy team, including a

Literacy Director, three Literacy Assistant Directors, and coaches in schools. Additional philanthropic support from the W.K. Kellogg Foundation funded teacher preparation alignment beginning in 2017. Mississippi's outcomes reflect commitment to students and a cumulative investment across public, federal, and philanthropic sources over a quarter-century, not a single appropriation or short-term initiative.[4]

Other states that have moved the needle on student literacy outcomes have made comparable commitments, structured to fit their own contexts:

- **Maryland**[5]**:** (Blueprint for Maryland's Future and Maryland Leads) In 2021 Maryland's General Assembly committed to increase state funding in education over the following decade by $3.8 billion and brought onboard the former Mississippi State Superintendent of Education to lead reform efforts. This state investment includes approximately $55 million in Maryland Leads grants prioritizing the science of reading that is being braided with a $40.3 million federal CLSD grant over five years, and a $6.85 million philanthropic partnership with the Ibis Group for professional development and an impact study.
- **Massachusetts**[6]: (Literacy Launch, 2024) $35 million in state funding across FY25 and FY26 budgets for materials, coaching, screeners, and professional development; $25 million in Fair Share revenue for high-dosage early literacy tutoring at 272 elementary schools; a $38.4 million federal Comprehensive Literacy State Development (CLSD) grant over five years; and a $10 million federal Education Innovation and Research grant for the 2026-27 school year. Pending state legislation would establish a permanent Early Literacy Fund seeded with an additional $25 million in Fair Share revenue.
- **Tennessee**[7] (Reading 360 and Literacy Success Act, 2021): Approximately $100 million from federal pandemic relief and federal literacy grants, allocated across teacher professional learning ($8.9 million to retrain approximately 11,000 educators, plus $1,000 stipends per teacher completing roughly 60 hours of training), a free statewide universal screener at approximately $2.5 million annually, classroom curriculum kits, regional implementation networks, and family and community engagement resources.

---

[4] https://www.sreb.org/post/effectiveness-early-literacy-policies-when-statewide-efforts-support-them; https://tpcref.org/literacy-and-third-grade-reading/

[5] https://blueprint.marylandpublicschools.org/implementing-the-science-of-reading/; https://news.maryland.gov/msde/ibis-partnership/

[6] https://www.mass.gov/news/healey-driscoll-administration-kicks-off-first-year-of-literacy-launch

[7] https://www.tn.gov/education/news/2021/1/4/tdoe-announces--100-million-initiative---reading-360---to-support-literacy-in-tennessee.html

- **Connecticut**[8] (Right to Read, 2021): $12.8 million in initial state funding for districts to hire reading coaches, plus $20 million in federal American Rescue Plan funds distributed through Right to Read Grants, with awards to individual districts ranging from $10,000 to over $1 million, and an additional $5 million earmarked for districts with fewer than 1,000 students.
- **Ohio**[9] (HB 33, 2023): $168 million in FY 2024 state budget allocated specifically across three categories: $86 million for educator professional development, $64 million for high-quality instructional materials, and $18 million for literacy coaches. Teacher stipends ranged from $400 to $1,200 depending on grade level and subject, with approximately 84–100 coaches deployed in the state's lowest-performing schools, plus additional funding for teacher preparation program audits. The 2022-2023 budget included funds for dyslexia screening and expanded Each Child Reads Grants.

Key Takeaways for Vermont based on a national scan of how states have launched and effectively sustained literacy improvement efforts:

- **Sustained literacy improvement is a 5- to 25-year endeavor, not a single budget cycle.** Mississippi began its work in 2000 and continues to invest $15 million annually 25 years later. No comparison state has achieved meaningful gains on a single appropriation or short-term initiative.
- **Successful states braid funding from federal, state, and (in some cases) philanthropic sources.** None of the states reviewed have relied on state appropriations alone. Most pair significant federal grant dollars (CLSD, EIR, IDEA Part B) with state appropriations and, in several cases, private philanthropic partnerships.
- **The funding categories are consistent across successful states.** Every state has invested significantly in: (1) educator professional learning, including stipends; (2) job-embedded literacy coaching; (3) high-quality instructional materials and universal screeners; (4) implementation support and technical assistance; and (5) teacher preparation alignment. These five categories represent the foundation of what sustained improvement requires.
- **States that relied heavily on one-time federal pandemic dollars are now confronting sustainability questions.** Tennessee, Connecticut, and others must now identify state replacement funding for activities launched with federal

[8] https://excelined.org/wp-content/uploads/2021/10/ExcelinEd_PolicyToolkit_EarlyLiteracy_StatebyStateAnalysis_2021.pdf; https://portal.ct.gov/sde/academic-office/center-for-literacy-research-and-reading-success/for-educators/explore-the-center/grant-recipients

[9] https://www.legislature.ohio.gov/legislation/135/hb33; https://excelined.org/wp-content/uploads/2021/10/ExcelinEd_PolicyToolkit_EarlyLiteracy_StatebyStateAnalysis_2021.pdf

one-time funds. Vermont has utilized a limited amount of one-time federal pandemic funding for literacy efforts and now must design a sustainable approach.

Scale and Variability Across State

As described earlier in this report, large variations in assessment, curriculum, and professional learning across the state result in challenges for data analysis as well as supporting effective instruction.

In summary, Vermont will continue to strengthen early literacy outcomes by building a state-led and supported network that delivers coherent and evidence-based professional learning and coaching, aligning teacher preparation and licensure to evidence-based reading instruction, and supporting districts to adopt high-quality instructional materials that teachers are trained and coached to implement.

Immediate Actions

The first year of Act 139 implementation has demonstrated both the promise of Vermont's approach and the areas where additional clarity and consistency will accelerate progress. Building on this foundation, the Agency is actively implementing the following immediate next steps to ensure Vermont can achieve the ambitious goal of statute 2903 to ensure all students can read by the end of third grade.

Action 1: Clarify Universal Screening and Intervention Expectations

Current State: Act 139 added Section 2 to 16 V.S.A. § 2907, establishing a meaningful new requirement that all K–3 students in public and approved independent schools be screened annually using age- and grade-level-appropriate universal reading screeners, administered in accordance with best practices and the technical specifications of the specific screener used. This was an important step forward. To build on that foundation, the Agency has identified areas where greater clarity will drive more consistent and effective implementation and support screener use aligned with evidence: establishing a clear expectation that schools use an Agency-reviewed and recommended screen and screen three times per year.

Implementation Progress: The Agency has made substantial progress building the infrastructure for strong statewide screening. In January 2025, the Agency published *Review and Recommendations: K–3 Universal Reading Screeners*, evaluating instruments against Act 139 criteria and strongly recommending four screeners. To support implementation, the Agency hosted a screener orientation attended by nearly 80 Vermont leaders and educators, developed parent communication resources and FAQ guidance, and achieved an 80% survey response rate from public K–3 schools. Critically, 92% of responding schools are now using early reading screeners, and 89% are using Agency-recommended or adequate screeners. However, not all screeners measure the same foundational skills, and 12% of schools adjust the established risk

cut points on their screeners, further limiting the comparability and reliability of statewide data.

Implications and Next Steps: The strong adoption of screening across Vermont demonstrates that schools are ready to implement. The gaps in consistency tell us that clear expectations, not just recommendations, are the next step. Paramount is ensuring that the practice of screening translates into actionable data used to inform instruction and timely intervention for all Vermont students. More specifically, the Agency will establish an annual reporting window in June for all schools serving grades K-3 to report the number and percentage of students proficient in each grade. In addition, the Agency will issue revised screening guidance before June 2026 to include the following expectations for SU/SD:

- Utilize a universal screener reviewed and strongly recommended or deemed appropriate by the Agency based on Act 139 criteria;
- Adhere to evidence-based screening practices, including the annual administration of universal literacy screeners at the beginning, middle, and end of the year for all K–3 students;
- Use screener-established cut points without local adjustment or modification;
- Report screening data to the Agency annually in June with screening data from beginning, middle, and end-of-year results starting with the 2026–2027 school year; and
- Adjust instruction and intervention based on screening data to meet the needs of all learners.

These clarifications will support schools in the early identification of reading difficulties and make clear that screening data must drive instructional decisions. The expectation that every Vermont student reach grade-level reading proficiency as the foundation for promotion and continued learning depends on schools using screening data to deliver high-quality, evidence-based interventions early, before small gaps become entrenched difficulties. As the Education Commission of the States concluded in its analysis of state literacy policies, it is "early assessments to identify reading difficulties and 'whatever-it-takes' interventions for struggling students" that drive measurable gains in student outcomes.[10] This work cannot be carried by screening systems alone; a well-implemented MTSS framework is the structure through which screening results translate into tiered instruction and intervention, making progress on both priorities interdependent. The system also depends on educator excellence, high-quality instructional materials, and extended learning opportunities described elsewhere in this

[10] *Education Commission of the States,* Third Grade Literacy Policies: Identification, Intervention, Retention *(2012)*.

report. Strengthening Vermont's literacy outcomes requires that all these strategic priorities advance together.

Action 2: Establish Professional Learning and Certification Requirements

Current State: Act 139 revised 16 V.S.A. § 1710 to require each supervisory union and eligible approved independent school to provide professional learning to K–3 educators and administrators on implementing and interpreting reading screening assessments, determining instructional practices, and communicating results to families. Required content must be evidence-based, explicit, systematic, and grounded in foundational literacy (including phonemic awareness, phonics, fluency, vocabulary, and comprehension). This requirement reflects the legislature's recognition that professional learning is essential to improving literacy outcomes. To make that vision a reality statewide, greater specificity is needed: the statute does not define the frequency, duration, or format of professional learning, and this ambiguity has generated significant questions from SU/SDs and schools. Evidence from progress improving outcomes across the nation indicates that supporting educators through professional learning and demonstration of knowledge in evidence-based foundational literacy instruction grounded in the science of reading is critical.

Implementation Progress: The Agency has invested substantially in professional learning and is seeing real results. The 2024–2025 Read Vermont Workshop Series delivered eight sessions with 60–75 live participants each; post-session surveys showed that 69–87% of educators reported stronger understanding of the material, and most rated sessions 95–100% effective in providing classroom-applicable support. More than 800 educators have completed asynchronous learning modules, and the Read Vermont Institute is now supporting 11 schools through intensive, job-embedded coaching. To support this work, the Agency reorganized around its top priorities and built shared staff capacity through an intensive Literacy Lab and follow-up workshops with national experts, deepening knowledge of 30 Agency staff. The gap between the 5,744 educators who registered for asynchronous modules and the 1,040 who completed them reflects that access alone to learning will not result in high rates of completion. Further, 41% of principals report difficulty hiring candidates with pre-service training in evidence-based literacy, underscoring the urgency of building a more consistent in-service system statewide. Together, these data along with the extensive research base indicate that carefully designed, structured, and well-resourced professional learning supports changing classroom practices and student achievement outcomes. Vermont must scale what is working to reach every Vermont educator.

Implications and Next Steps: The Agency has demonstrated that when professional learning is well-designed and delivered, educators engage deeply and report meaningful growth. The challenge is reach, consistent resources, and ensuring that learning translates into classroom practice, which requires leadership at every level. Active support from SU/SD and school leaders, including protected time, clear expectations, and local accountability is critical to achieving the spread and scale of professional learning that Vermont students need.

An impactful step the Agency can take is ensuring that high-quality professional learning is planned, accessible, and underway before the school year begins. The Agency is intentionally working to leverage state, federal, and philanthropic funds to support professional learning. By May 2026, the Agency will release a full Read Vermont Professional Learning calendar for 2026–2027, giving SU/SDs and schools the lead time to plan and prioritize participation.

Beyond expanding access to professional learning, Vermont needs a clear mechanism to ensure that all educators responsible for literacy instruction can demonstrate the knowledge required to teach reading effectively. The Agency will partner with the Vermont Standards Board for Professional Educators (VSBPE) to establish a certification in evidence-based foundational literacy instruction grounded in the science of reading. This certification will recognize educators who have completed high-quality training (including but not limited to those offered through the Agency) and demonstrated the foundational knowledge necessary to deliver effective literacy instruction. The Agency will work with the VSBPE to define the certification criteria and the pathways (i.e., licensure enhancement, micro-credential, etc.) available to currently practicing educators and to those entering the profession.

By 2030, all K–3 educators and administrators responsible for literacy instruction will be expected to hold this certification. This timeline reflects both the urgency of improving literacy outcomes for Vermont students and the realities of Vermont's educator workforce, including the time needed to establish certification options, for educators to engage in professional learning. The Agency will issue more detailed guidance on certification criteria, pathways, and timelines as this work advances in partnership with the VSBPE

Action 3: Issue Criteria and Expectations for High-Quality Instructional Materials

Current State: Act 139 amended 16 V.S.A. § 2903 to require that all students receive systematic and explicit evidence-based reading instruction in the early grades from a teacher who is skilled in teaching the foundational components of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. This established an important floor for instructional quality. Realizing that vision fully will require addressing a component the statute did not reach: the instructional materials teachers use every day. Research is clear that the quality of instructional materials directly shapes instructional quality and student outcomes. However, first-year data reveal significant variability in what Vermont students are experiencing in classrooms.

Implementation Progress: The Agency has taken meaningful steps to understand and begin addressing the materials landscape. First-year survey data reveal significant variability in the instructional materials used across Vermont schools. 59% percent of responding schools are implementing high-quality core curriculum according to EdReports. Several of the most reported core programs are designed as supplemental

programs and are not intended to serve as standalone core curricula and at least 32 schools report relying on teacher-, school-, or district-created materials. Further, school observation data confirm continued use of non-evidence-based materials such as Fountas & Pinnell and unvetted resources like Teachers Pay Teachers. Even where schools report using a comprehensive, highly rated program, it is unclear the degree to which implementation is occurring with integrity, particularly when supplemented with locally created materials.

Importantly, the absence of a strong, comprehensive core curriculum constitutes noncompliance with Vermont's Education Quality Standards (EQS), which require a coordinated curriculum. Superintendents must provide annual assurances of compliance with this component of EQS, but variability persists. As a result, each SU/SD, and often each school, is navigating curriculum implementation challenges in isolation, without the benefit of shared resources, such as purchasing agreements or professional learning, or collective expertise.

Implications and Next Steps: Many Vermont schools are moving toward adopting and implementing high-quality materials, and the Agency is helping to accelerate that progress by providing explicit expectations and implementation support that is often challenging for schools to build on their own. In Summer 2026, the Agency will issue criteria for high-quality instructional materials (HQIM) and evidence-based practices (EBPs). In the coming years the Agency will support the transition to and implementation of aligned materials with the expectation that all SU/SD will have materials in place that align with the Agency criteria by the 2027-2028 school year. In the future, the Agency intends to support statewide contract negotiation to incentivize use of recommended HQIM and professional learning at a lower cost to SU/SDs.

The Agency will work with SU/SDs to support transition to materials aligned to these criteria over the coming years. AOE's expectations will be paired with shared professional learning and implementation support. Ultimately, this approach aims to reduce both the financial and logistical burden on individual districts and ensure that every Vermont educator and student has access to curriculum materials proven to support effective literacy instruction.

Paramount to successful HQIM implementation and improved student outcomes is clear leadership that establishes and enforces expectations for the consistent implementation of Local Comprehensive Assessment Systems, instructional frameworks, and HQIM with fidelity and integrity. These efforts are grounded in a shared belief in every student's ability to meet rigorous standards and are supported by strong, data-driven multi-tiered systems of support that ensure high-quality, differentiated, and inclusive instruction and intervention.

Legislative Recommendation: Establish Consistent Funds to Support Academic Achievement in Literacy

Current State: Act 139 set ambitious literacy expectations for Vermont schools without dedicated state funding to support implementation. The legislation converted one limited-service position into a permanent position within the Agency to focus on literacy outcomes but did not allocate the funding needed for the Agency or SU/SDs to deliver on the law's requirements. This has created a structural challenge: SU/SDs have been required to invest federal and local funds in screeners and professional learning mandated by Act 139, yet federal "supplement, not supplant" requirements prohibit LEAs from using Title funds to pay for state-mandated activities, including the universal screening and professional learning required by Act 139. The result is a limited and constrained pool of funding available to both the Agency and SU/SDs for literacy improvement efforts.

Implementation Progress: The funding gap has had tangible consequences for first-year implementation. Initial Read Vermont coaching support, providing intensive, personalized coaching to over 100 PreK-3 educators and administrators from 28 Vermont elementary schools, was disrupted when federal ESSER funds were recalled, resulting in early contract termination. This interruption highlights the vulnerability of relying on federal funding streams for activities required by state law. Despite this setback, the Agency leveraged additional funding sources to relaunch the Read Vermont Literacy Institute, now supporting a cohort of 11 schools through job-embedded coaching and professional learning. However, this model currently reaches only a small fraction of Vermont's schools, and without sustained state investment, equitable access to high-quality implementation support cannot be guaranteed.

Recommendations: Sustained literacy improvement is a multi-year endeavor that requires sustained, multi-source investment. As detailed in the Sustainable Funding section above, every state that has meaningfully improved literacy outcomes has done so through coordinated investment across federal, state, and (in some cases) philanthropic sources, sustained over many years. Vermont cannot realize the goals of Act 139 without commensurate funding.

The Agency recommends that the General Assembly:

- Provide an immediate investment of $700,000 to continue first-year implementation and build infrastructure for measurable progress. This amount was included in Governor Scott’s FY26 budget adjustment request and subsequently requested in the FY27 budget after the legislature voted to not fund Read Vermont in the FY26 budget adjustment; and
- Establish a sustained funding mechanism to support the ongoing implementation of evidence-based literacy practices statewide, including professional learning and coaching, instructional materials and screeners, and the Agency capacity needed to provide guidance, monitoring, and technical assistance.

The Agency looks forward to partnering with the General Assembly to identify and secure the state, federal, and philanthropic funding that lasting progress for Vermont students will require. The evidence is clear, the momentum is building, and the time to invest is now.

Future Exploration

Extended Learning Literacy Opportunities: The Agency of Education is exploring the possibility, in partnership with Read Vermont, of developing a formula grant using the afterschool and summer programs funding appropriated in 16 VSA § 51 to support the creation of additional literacy instruction opportunities during out of school time. While specific implementation details remain in development at this time, the Agency has identified the strategic priority of ensuring access to intensive literacy instruction, delivered by certified educators, after school and over the summer to all K-3 students falling below grade-level benchmarks. The instruction could be provided in schools or through partnerships with local organizations. The Agency intends to refine this plan over the coming months with a goal of beginning early-stage implementation in FY27.

Family Learning Collaborative: The Agency is exploring the launch of a Family Learning Collaborative, in collaboration with libraries, other state agencies and community partners, modeled after national best practices for engaging families in supportive learning environments. The Family Learning Collaborative would offer a combination of in-person and interactive engaging resources to help families support their children's literacy development at home.

Philanthropic Partnerships and Professional Learning: The Agency is actively pursuing philanthropic funding to provide high-quality professional learning at scale across Vermont. Building on lessons learned from the asynchronous literacy modules and early Read Vermont professional learning successes, the Agency aims to secure multi-year philanthropic investment to expand access to comprehensive professional learning for educators and leaders statewide. This approach mirrors successful literacy reform efforts in other states, where philanthropic partnerships have enabled initial pilots and demonstration projects that informed subsequent state investment. The Agency views philanthropic funding as a critical bridge to building state capacity and demonstrating impact while sustainable state funding mechanisms are established.

Conclusion: Vermont's Opportunity

Vermont stands at a pivotal moment and has an opportunity to improve literacy outcomes for all students. The science of how students learn to read and write is clear, and lessons from other states have demonstrated what works. Vermont's theory of action provides the roadmap: **If we provide Vermont's educators with evidence-based practices and training grounded in how the brain learns to read, supported by a statewide system of early identification and aligned partnerships, then we will guarantee every student the foundational literacy skills they need to unlock their full potential and navigate life with confidence.**

This report has detailed progress across the four Read Vermont strategic priorities: building a statewide literacy coalition, implementing universal screening for early identification and data use, ensuring evidence-based instruction through high-quality instructional materials, and advancing educator and leadership excellence through professional learning and coaching.

While Vermont has made meaningful strides in each of these areas, achieving the goal of every student reading proficiently by third grade will require more than piecemeal, voluntary efforts or a coalition of the willing. **It requires bold action: clear statewide expectations, adequate and sustained funding, and a commitment to consistency, coherence, and equity in the learning experiences of all Vermont students.** The curriculum, instructional practices, and assessment systems that move the needle on student performance are well-established. The recommendations in this report provide the statutory clarity, implementation support, and resources necessary to scale evidence-based practices across all schools and ensure that every Vermont student, regardless of town or background, receives the instruction and support they need to become proficient readers.

The opportunity to ensure that every Vermont student learns to read and write is before us. With decisive action and sustained investment in Read Vermont's four strategic priorities, Vermont can ensure that every child has the foundation for lifelong learning and success. The time to act is now.

List of Appendices

Appendix A: Early Learning Networked Improvement Community – Implementation and Outcomes

Appendix B: Renewed Read Vermont Memorandum

Appendix C: Screener Data

- Table 8. Percentage of Schools Using Screeners from AOE Guidance by Grade Level
- Figure 2. Five Most Frequently Used Screeners in Grades K-3
- Table 9. Percentage of K-3 Classrooms Using One of the Five Most Frequently Used Screeners
- Table 10. How Screener Data Are Utilized in Vermont Schools
- Table 11. Interest in Statewide Universal Reading Screener
- Table 12. #/% Proficiency Data (K-3)
- Table 13. Percentage of Students Proficient by Grade Level Based on Universal Screener
- Table 14. Number of Students Performing at Each Level of Proficiency by Grade Level
- Table 15. School Level Proficiency Data

Appendix D: Core and Supplemental Curricula

- Table 16. Curricular Programs Currently Used as Core Curriculum
- Table 17. Curricular Programs Currently Used as Supplemental Curriculum
- Table 18. Curricular Programs Used by School

Appendix A: Early Learning Networked Improvement Community – Implementation and Outcomes

Vermont's Early Learning Networked Improvement Community (ELNIC), coordinated by the Council of Chief State School Officers (CCSSO) from 2018-2024, employed an improvement science approach to strengthen Vermont literacy and mathematics instruction in PreK-3rd grade.

ELNIC Structure and Methods

The ELNIC modeled adherence to clear, measurable, grade-specific student learning goals using a Plan-Do-Study-Act (PDSA) cycle for implementation fidelity and frequent data collection and analysis. Participating educators and leaders engaged in:

- Monthly professional learning directly from researchers presenting evidence-based practices
- Implementation of practices and data collection between Network convenings
- Monthly coaching sessions and data analyses to study student learning data and make instructional adjustments accordingly

Data Collection and Analysis

In addition to analyzing student outcome data from state and local assessments, ELNIC leaders supported the administration of surveys and causal analyses with stakeholders in school systems and with educators and leaders participating. These analyses revealed common themes around root causes of current achievement results and gaps in performance among various student groups, which became the key drivers on which ELNIC participants focused in service of student learning goals.

Outcomes: Educator Impact

Summarizing qualitative and quantitative data from the concluding ELNIC evaluation report, participating educators reported:

- Increased content knowledge and improvement in pedagogy
- Increased use and confidence in application of evidence-based practices
- Increased use and confidence in application of Plan-Do-Study-Act continuous improvement data collection and inquiry cycles to improve instruction

Outcomes: Student Learning Results

Student outcome data revealed:

- Accelerated advancement of skills progression

- Increased proficiency in foundational skills and oral reading fluency reading standards

Specific Examples:

Mill River Schools - Early Literacy NIC 2021-2022 K-1 Cohort Data Comparison for Participating and Non-Participating Schools:

Measure	NIC School	Non-NIC School
Alphabet Knowledge (Nov 2021, Kindergarten)	31% <10 letters; 46% >20 letters	27% <10 letters; 55% >20 letters
ELNIC Assessment CVC Reading (Fall 2022, 1st Grade)	**83% scored 10/10**	**14% scored 10/10** (14% scored 9/10)

Mill River Schools- Kindergarten Baseline Data - Fall to Spring 2021-2022 One participating district set ambitious learning goals that 100% of kindergarteners would meet specific reading and writing CVC word targets:

Timeframe	Reading CVC Words - Met Aim (100%)	Writing CVC Words - Met Aim (100%)
November	7%	7%
May	**92%**	**92%**

As one district leader noted: "[The] aim none of our teachers thought was reasonable or attainable. And then it was attained by the schools that participated and was not attained as normal from the schools who didn't. That was the single piece of data that did it for our teachers."

Success Factors Contributing to Implementation

Analysis of participant feedback identified key factors that enabled successful implementation:

Structured, High-Quality Materials:

- "The lesson plans are there. Everything is there, it's laid out for you to follow."
- "I love the structured lessons; my teaching has gotten much more targeted."
- "The routine of the lessons has helped with timeliness and progressions of the lessons."

System-Level Coherence and Support:

- "The collaboration with the AOE, [aligning] PLCs around the literacy essentials and having early release days, the district PD days, all of those things lined up to support literacy rather than every one of them going in different direction. That's been a very close collaboration that makes a difference."
- "With the spread and scale of the ELNIC-aligned practices, we have seen growth across the district K-6."
- "We aligned our PLCs to support research-based literacy practices and require PDSA cycles. We also changed our local common assessment plan to reflect the assessment used in the ELNIC."

Peer Networks and Collaboration:

- "Reaching out to [network colleagues] making new connections throughout the state and…being able to ask questions and collaborate with others."
- "Often teachers are isolated; one of the good things about the ELNIC is that teachers could collaborate with other teachers across states."
- "People from the ELNIC then taught [others]."

Core Teacher Leadership:

- "[Our] core group of teachers who've been involved…they were very positive and supportive, and that core of teachers…was why we could as an administrative team say this is what's happening and have it be as successful as it has been."

Access to Expertise:

- "It was invaluable to be able to ask questions to the [researchers] during video calls."
- "So thankful for your [state] organization because we know if there's any question that we have about this process or continuous improvement in general that you're there for us."
- "[This] kind of access to the AOE, I've never experienced."

Participant Testimonials: Impact on Practice and Student Learning

Teacher Confidence and Instructional Practice:

- "I am so grateful for ELNIC! This PD has greatly increased my confidence in being able to quickly, effectively, and efficiently teach and move students along the literacy continuum."

- "Small groups have been effective and I have a much better idea of student needs."
- "My planning is more intentionally targeted towards literacy based activities."
- "This work was amazing and very quick and efficient to meet with students and meet their needs."

Student Engagement and Progress:

- "Students were more engaged with the vocabulary activities—they showed excitement and recognized the words."
- "We have noticed that the students improved quickly and the lesson skills helped to scaffold the level of difficulty throughout the staircase."
- "All of my students progressed faster than any other class I have taught. Including my MLL students and IEP students."

Implementation Considerations: Resources and Sustainability

One critical implementation factor is the cost (minimal but necessary) of preliminary contracting with research/subject matter experts to deliver initial professional learning to district coaches, who can then build capacity and sustain practices locally. In the ELNIC, districts were provided grants for participant stipends to incentivize participation in planning and professional development during after-contract hours. Once changes sustain locally, this work can be built into regular planning and professional learning schedules. The Agency is positioned to help support districts in designing these fiscal and human resource approaches.

Application to Read Vermont

Read Vermont applies the ELNIC model in its approach to professional learning and implementation support, adapting it to address current problems of practice in Vermont schools while remaining focused on measurable student learning goals. The ELNIC demonstrated that sustainable improvement requires:

- Ongoing professional learning connected to evidence-based practices
- Job-embedded coaching with regular cycles of implementation and reflection
- Data-driven instructional refinement using formative assessment
- Systemic coherence across classroom, school, and district levels
- Access to expertise and peer collaboration

These core elements are embedded throughout Read Vermont's design and inform the Agency's approach to supporting districts statewide.

Appendix B: Renewed Read Vermont Memorandum

On October 31, 2025, the Agency issued a memorandum to superintendents, principals, and heads of independent schools announcing Renewed Read Vermont:

Commitment to Literacy

Improving Vermont literacy outcomes remains a top priority of the Agency of Education (AOE). Read Vermont is a comprehensive initiative dedicated to improving literacy outcomes for all students, with the vision to ensure that:

1. Every child can read by third grade;
2. Striving adolescent readers are supported; and
3. All Vermont students are well prepared for college or career.

Achieving this vision is no small task and requires the shared commitment and partnership of educators, leaders, and partners across the state. **We are writing to take stock of progress with Read Vermont and to announce upcoming opportunities.**

Through Read Vermont, the Agency is committed to empowering educators and families as they equip each student with the tools they need to become lifelong readers. While there was an interruption in offerings due to the federal withholding of ESSER funds that we had dedicated to this initiative, our commitment to this vision has not changed. We look forward to advancing a renewed and refreshed Read Vermont in close partnership with and in support of Vermont's Supervisory Unions/Supervisory Districts (SU/SD) and educators.

Taking Stock

Last school year, we launched Read Vermont and made progress on our literacy vision. Hundreds of educators participated in monthly Read Vermont professional learning, and eleven schools engaged in job-embedded coaching. Educators deepened their understanding of evidence-based literacy practices and strengthened instructional practices to support every student's success. We saw ELA proficiency rates on the Vermont Comprehensive Assessment Program (VTCAP) statewide **increase by seven and five percentage points among 4th and 5th graders, respectively**. Engagement and enthusiasm were high in the first year of Read Vermont, and together we laid the foundation for continued and lasting improvement. Sustained commitment and efforts will ensure that we close the persistent achievement gap between students from historically marginalized backgrounds and their peers and achieve our literacy vision for all students.

We also recognize that there has been a noticeable pause in professional learning and coaching provided by the AOE over the summer and into the start of this school year. While the disruption in federal funding paused services, it strengthened our resolve to

develop a sustainable support plan for literacy. We used this interruption as an opportunity to take stock of what we hoped to achieve through our support to the field in literacy and then worked expeditiously to relaunch by picking up where we left off and expanding our offerings.

We have secured and leveraged additional funding sources and will soon announce a partnership with a national subject-matter expert who will work directly with interested SU/SDs to improve literacy outcomes for their students through **coaching and professional learning this school year and next.** We will launch a mid-year cohort immediately, while also actively planning for the 2026-2027 school year and beyond. We look forward to engaging with you to refine future cohorts and offerings to maximize impact and strengthen statewide outcomes.

What Is Next?

We are launching a new renewed and refreshed phase of our shared effort to improve literacy outcomes through Read Vermont. While our mission remains the same, this next phase involves **new partners providing coaching and professional learning for leaders and educators**. The coaching will focus on building knowledge, deepening understanding of evidence-based literacy practices, explicit and systematic instruction, and strengthening instructional practices and systems to ensure all students receive the reading instruction they need to thrive.

We are finalizing and will announce this new cohort opportunity, **The Read Vermont Institute**, in a launch webinar on November 10th. Please look for an overview document outlining the opportunity late next week in preparation for the webinar. Please register today and join us from 3:00-4:00 on November 10th to learn about the scope, timeline, and commitment in this next phase. Together, we are continuing to build lasting capacity so every Vermont student can grow as a reader, learner, and community member.

We also need information from you to inform our next steps. **Today we are releasing a statewide survey to gather information about assessment and curriculum practices from the 2024-2025 school year.** We recognize that looking back at last year's data takes time, and we appreciate your partnership in helping us build a clear picture of current literacy and math practices across Vermont. Your responses will not only fulfill reporting requirements under Act 139 but will also guide the Agency's next steps in developing resources, professional learning, and supports that reflect the realities of Vermont's classrooms.

The information gathered in the survey marks an important step in understanding where we stand in our shared effort to strengthen literacy outcomes through Read Vermont. **The survey should take no more than 25 minutes to complete once information has been fully gathered and is due from each K-3 principal by November 17th.** Please find the survey and instructions here and a PDF to preview the survey here.

Learn More

We are dedicated to keeping you informed and working collaboratively to shape the future of Read Vermont. Please sign up for the Read Vermont mailing list to stay up to date on future opportunities. Reach out to Emily.Lesh@vermont.gov with questions and to learn more. Please find a summary of upcoming opportunities on the next page.

Mark your Calendars: Summary of Upcoming Opportunities

In addition to coaching, the AOE will continue to provide ongoing professional learning opportunities and resources.

- Register and join the Agency and new national subject-matter expert partners on **November 10th from 3:00-4:00** for the launch of the renewed and refreshed phase of Read Vermont. This session will introduce the Read Vermont Institute, a new coaching opportunity designed to deepen educator knowledge, strengthen evidence-based literacy practices, and support systemwide improvement. Participants will learn about the scope, timeline, and commitment involved in this next phase of our shared effort to improve literacy outcomes across Vermont.
- **We Must End the Reading Wars...Now:** The AOE's Read Vermont and UVM's Literacy Hub welcome Dr. Claude Goldenberg to Vermont on Monday, November 17, from 4:00- 5:30 p.m. His talk will focus on how to use research- based practices to support all literacy learners and bring an end to the reading wars. Register here. You can request a professional learning certificate upon registration. Literacy Learning Series: upcoming professional learning series.
- **Q&A: Guidance on Section 10 of Act 72 (16 V.S.A. § 2903 Amendment):** On October 29, members of the Agency of Education's Read Vermont team presented a high-level overview of the recent language amendment to 16 V.S.A. § 2903 to require supplemental reading instruction for any enrolled student whose reading proficiency falls significantly below proficiency standards for the student's grade level or prevents progress in school. Following a brief presentation, subject-matter experts from the AOE answered questions from participants. A recording of the webinar and PDF of the slides will be available on the Read Vermont webpage in the coming weeks. In the meantime, see Guidance on Section 10 of Act 72 for more information about the language amendment.
- **Literature and the Holocaust Professional Development**: The Vermont Agency of Education, in collaboration with the United States Holocaust Memorial Museum, is offering professional learning for educators beginning in grade 6 to strengthen instruction in Holocaust literature. This initiative provides educators with evidence-based literacy practices aligned to the science of reading, along with the historical context necessary to teach this literature with depth and fidelity. The program also aims to foster empathy, build foundations for understanding, and support a humanities-based model focused on the Holocaust and genocide. Supported by Read Vermont, this learning series will launch in

Montpelier on December 5th from 9:00 AM - 3:30 PM. It will feature virtual office hours and conclude with a final session in Montpelier in late spring. Due to limited space, please register by November 24th to secure your participation. Contact: Martha Deiss at Martha.Deiss@vermont.gov or Emily Leute at Emily.Leute@vermont.gov for more information.

- **Release of Read Vermont Toolkit:** This go-to resource featuring practical tools for educators and administrators around evidence-based practices grounded in the science of how students learn to read will be released in the coming weeks.
- **Building a Strong Foundation for Lifelong Literacy Success (Asynchronous Modules):** Vermont educators can register for and take all six modules of the literacy professional learning series, Building a Strong Foundation for Lifelong Literacy Success, through June 2026. Facilitator's guides and detailed outlines are also available for each of the six modules for both grades K-3 and grades 4-12 on the Read Vermont webpage. Educators and leaders can use these resources to target and plan professional learning within this comprehensive literacy course. **The Agency is actively working to extend and identify future high-quality asynchronous learning opportunities to ensure continued learning experiences when this contract ends in June 2026.**

Appendix C: Screener Data

Screener Use in Vermont Schools

Table 8. Percentage of Schools Using Screeners from AOE Guidance by Grade Level

Recommendation Level	Kindergarten	Grade 1	Grade 2	Grade 3
Strongly Recommended	40%	37%	25%	21%
Acceptable	48%	50%	66%	71%
Total	88%	87%	91%	92%

As illustrated in the graph below, the five most frequently used screeners in grades K-3 are Star, Amplify mCLASS DIBELS 8, FastBridge, i-Ready, and aimswebPlus.

Figure 2. Five Most Frequently Used Screeners in Grades K-3

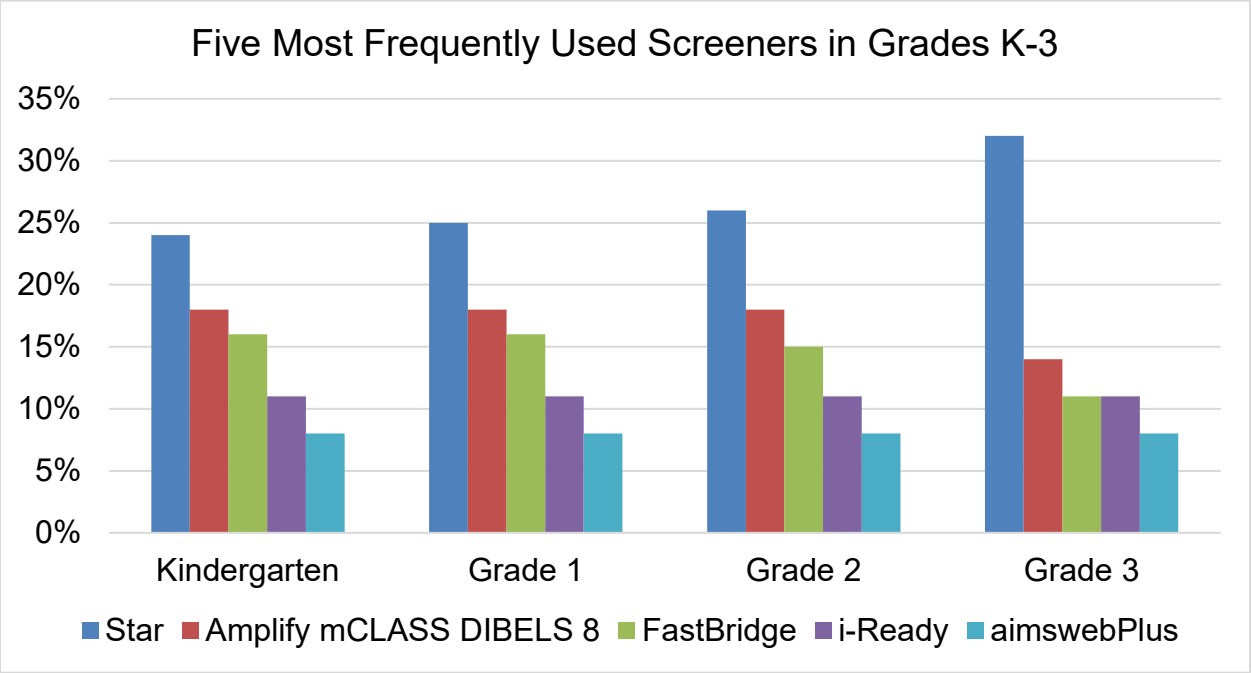

Table 9. Percentage of K-3 Classrooms Using One of the Five Most Frequently Used Screeners

Screener Name	K	1	2	3
Star by Renaissance	24%	25%	26%	32%
Amplify mCLASS DIBELS 8th Edition	18%	18%	18%	14%
FastBridge	16%	16%	15%	11%
i-Ready	11%	11%	11%	11%
aimswebPlus by Pearson	8%	8%	8%	8%

Details about the Five Most Frequently Used Screeners

- **Star by Renaissance**: Star CBM Reading is acceptable as a screener for grades K-3 with the addition of vocabulary and reading comprehension measures; Star Early Literacy is acceptable as a screener for grades K-3; Star Reading is acceptable as a screener for grades 1-3 with the addition of phonemic awareness, phonics, and fluency measures.
    - Three schools reported using Star Reading in kindergarten, which is not recommended.
- **Amplify mCLASS DIBELS 8th Edition**: Amplify mCLASS DIBELS R 8th Edition is *strongly recommended* as a screener for grades K-3.
- **FastBridge by Renaissance Learning and Illuminate Education**: FastBridge aReading is acceptable as a screener for grades 1-3 with the addition of a fluency measure; FastBridge earlyReading is *strongly recommended* as a screener for grades K-1; FastBridge CBM was not reviewed for AOE guidance.
    - FastBridge earlyReading: 23 in K, 21 in grade 1
    - One school using FastBridge CBM in grades 2 and 3
- **i-Ready by Curriculum Associates**: i-Ready Diagnostic is acceptable as a screener for grades K-3 with the addition of a fluency measure; i-Ready Literacy Tasks is acceptable as a screener for grades K-3 with the addition of vocabulary and reading comprehension measures.
- **aimswebPlus by Pearson Assessments**: aimswebPlus is acceptable as a screener for grades K-3.

Table 10. How Screener Data Are Utilized in Vermont Schools

How Data is Utilized	Number of Schools	Percentage of Schools
Adjust instruction	155	95%
Make programmatic decisions	115	71%
Report to parents	158	97%
Report to school board	127	78%
Inform intervention	160	98%

Table 11. Interest in Statewide Universal Reading Screener

Interest in Statewide Universal Reading Screener	Number	Percentage
Very Interested	17	10%
Somewhat Interested	25	15%
Moderately interested	30	18%
Unsure	56	34%
Not Interested	35	21%

Proficiency Data

Table 12. Number/Percentage Proficiency Data (K-3)

State of Vermont	Total Number Students Screened	Percentage Above Proficiency	Percentage Met Proficiency	Percentage Below Proficiency	Percentage Significantly Below Proficiency	Students Not Assessed
Percentage of Vermont Students K-3	--	23%	35%	25%	17%	3%
Number of Vermont Students K-3	20046	4671	6952	5101	3322	571

Table 13. Percentage of Students Proficient by Grade Level Based on Universal Screener

Grade	Above Proficiency	Met Proficiency	Below Proficiency
Kindergarten	20%	41%	39%
Grade 1	20%	35%	45%
Grade 2	26%	31%	43%
Grade 3	27%	32%	41%

Table 14. Number of Students Performing at Each Level of Proficiency by Grade Level

Grade	Above Proficiency	Met Proficiency	Below Proficiency	Total Screened
Kindergarten	1011	2030	1930	4964
Grade 1	973	1670	2192	4835
Grade 2	1243	1502	2092	4837
Grade 3	1444	1750	2116	5410
Total	4671	6952	8330	20,046

Table 15. School Level Proficiency Data

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Academy School	Amplify mCLASS DIBELS 8th Edition	185	21%	34%	45%
Alburgh Community Education Center	i-Ready Diagnostic, i-Ready Literacy Tasks	75	27%	28%	45%
Bakersfield School	Star CBM Reading, Star Early Literacy, Star Reading	42	26%	52%	21%
Barnard Academy	Amplify mCLASS DIBELS 8th Edition, Star Reading	24	54%	21%	25%
Barre City Elementary/ Middle School	Star Early Literacy, Star Reading	261	0%	48%	52%
Barre Town Elementary & Middle School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	316	0%	60%	40%
Barton Graded School	Star Early Literacy, Star Reading	30	50%	13%	37%
Beeman Elementary School	aimswebPlus, NWEA MAP Reading Fluency	45	18%	27%	56%
Bellows Free Academy Elementary (Fairfax)	Star Early Literacy, Star Reading	276	49%	13%	38%
Bennington Elementary School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading Fluency	398	7%	27%	66%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Berkshire Elementary School	Star CBM Reading, Star Early Literacy, Star Reading	89	21%	27%	52%
Berlin Elementary School	Acadience Reading K-6, i-Ready Diagnostic	77	26%	23%	51%
Bethel Elementary School	Amplify mCLASS DIBELS 8th Edition	62	26%	32%	42%
Bingham Memorial School	FastBridge aReading, FastBridge earlyReading	58	29%	26%	45%
Blue Mountain Union School	Star Early Literacy, Star Reading	86	37%	34%	29%
Bradford Elementary School	Star Early Literacy, Star Reading	112	65%	16%	19%
Brewster Pierce School	Acadience Reading K-6, DIBELS 8th Edition by University of Oregon, Star CBM Reading, Star Early Literacy, Star Reading	53	34%	21%	45%
Bridport Central School	FastBridge aReading, FastBridge earlyReading	31	26%	35%	39%
Brighton Elementary School	aimswebPlus	43	5%	19%	77%
Brookfield School	Star Early Literacy, Star Reading	39	31%	26%	44%
Brookside Primary School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	212	37%	30%	33%
Burke Town School	i-Ready Diagnostic, i-Ready Literacy Tasks	63	0%	67%	33%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Cabot School	Star Early Literacy	35	0%	34%	66%
Calais Elementary School	Acadience Reading K-6, i-Ready Diagnostic	41	29%	29%	41%
Cambridge Elementary School	NWEA MAP	144	21%	22%	58%
Canaan Schools	aimswebPlus	45	18%	38%	44%
Central Elementary School	Amplify mCLASS DIBELS 8th Edition	114	16%	24%	61%
Chamberlin School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	153	6%	43%	51%
Charleston Elementary School	aimswebPlus	43	19%	49%	33%
Charlotte Central School	i-Ready Diagnostic, i-Ready Literacy Tasks, Write-ins: "Additional K+1: Phonemic Awareness Assessment (PASA), Fry Words, Informal Decoding Inventory (IDI)"	148	51%	30%	18%
Concord Graded/ Middle School	i-Ready Diagnostic, i-Ready Literacy Tasks	49	0%	69%	31%
Coventry Village School	aimswebPlus, Amplify mCLASS DIBELS 8th Edition	69	26%	26%	48%
Craftsbury Schools	NWEA MAP Reading Fluency	45	33%	36%	31%
Currier Memorial Union School	Amira Assessment, i-Ready Diagnostic	31	32%	52%	16%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Danville School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	71	66%	18%	15%
Derby Elementary School	aimswebPlus, Amplify mCLASS DIBELS 8th Edition	221	8%	40%	52%
Dorset Elementary School	Amira Assessment, i-Ready Diagnostic	64	47%	47%	6%
Dothan Brook School	DIBELS 8th Edition by University of Oregon, Star Reading, Write-in: “EL assessments”	35	17%	29%	54%
Doty Memorial School	Acadience Reading K-6, i-Ready Diagnostic	31	35%	32%	32%
Dover Elementary School	aimswebPlus, Write-ins: "PSI, PAST"	73	29%	48%	23%
Dummerston Schools	Amplify mCLASS DIBELS 8th Edition	72	19%	33%	47%
East Montpelier Elementary School	Acadience Reading K-6, i-Ready Diagnostic	89	17%	48%	35%
Eden Central School	NWEA MAP Reading Growth	51	8%	10%	82%
Edmunds Elementary School	Write-ins: "Literably Phonemic Awareness, Literably Phonological Awareness, Literably Vocabulary"	173	36%	27%	38%
Elm Hill School	Acadience Reading K-6, i-Ready Diagnostic, i-Ready Literacy Tasks	373	20%	21%	59%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Enosburg Falls Elementary School	Star CBM Reading, Star Early Literacy, Star Reading	120	33%	13%	54%
Essex Elementary School	DIBELS 8th Edition by University of Oregon, Star Early Literacy, Star Reading	295	56%	12%	32%
Fayston Elementary School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	52	10%	37%	54%
Ferrisburgh Central School	FastBridge aReading, FastBridge earlyReading	95	23%	29%	47%
First Branch Elementary School (Tunbridge)	DIBELS 8th Edition by University of Oregon, Track My Progress	86	26%	34%	41%
Fisher School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading Fluency, Track My Progress	81	54%	25%	21%
Fletcher Elementary School	Star Early Literacy, Star Reading	53	74%	17%	9%
Flood Brook School	Amira Assessment, DIBELS 8th Edition by University of Oregon, i-Ready Diagnostic, i-Ready Literacy Tasks	160	21%	59%	21%
Folsom Education & Community Center	i-Ready Diagnostic, i-Ready Literacy Tasks	69	58%	20%	22%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Founders Memorial School	DIBELS 8th Edition by University of Oregon, Star Early Literacy, Star Reading	113	69%	17%	14%
Franklin Central School	Star Early Literacy, Star Reading	73	0%	66%	34%
Georgia Elementary & Middle School	Star Early Literacy, Star Reading	233	61%	18%	21%
Grand Isle School	i-Ready Diagnostic by Curriculum Associates, i-Ready Literacy Tasks	80	30%	25%	45%
Green Street School	Amplify mCLASS DIBELS 8th Edition	110	19%	25%	56%
Guilford Central School	Amplify mCLASS DIBELS 8th Edition by Amplify Education	66	21%	29%	50%
Halifax West School	FastBridge aReading, FastBridge earlyReading	22	18%	41%	41%
Hardwick Elementary School	NWEA MAP Reading Fluency, NWEA MAP Growth	97	30%	14%	56%
Hiawatha Elementary School	Star Early Literacy, Star Reading	187	48%	20%	33%
Highgate Elementary School	Star Early Literacy, Star Reading	140	0%	71%	29%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Hinesburg Community School	i-Ready Diagnostic, i-Ready Literacy Tasks, Write-ins: "K & 1 Phonemic Awareness Assessment; Fry Words; Informal Decoding Inventory"	197	31%	30%	39%
Hyde Park Elementary School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading	104	17%	32%	51%
Integrated Arts Academy at H. O. Wheeler	Literably	160	27%	12%	61%
J. F. Kennedy Elementary School	Amplify mCLASS DIBELS 8th Edition, Star Reading	200	21%	22%	57%
J. J. Flynn School	Literably	157	36%	27%	38%
Jay/Westfield Joint Elementary School	aimswebPlus, Amplify mCLASS DIBELS 8th Edition	30	13%	40%	47%
Johnson Elementary School	NWEA MAP Growth	86	14%	19%	67%
Lothrop School	FastBridge earlyReading, Star CBM Reading, Star Early Literacy, Star Reading	86	9%	29%	62%
Ludlow Elementary School	Amplify mCLASS DIBELS 8th Edition	34	18%	32%	50%
Lunenburg School	i-Ready Diagnostic, i-Ready Literacy Tasks	28	0%	89%	11%
Lyndon Town School	i-Ready Diagnostic	177	0%	46%	54%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Malletts Bay School	Star Reading	602	41%	22%	37%
Manchester Elementary/Middle School	Amira Assessment	110	30%	50%	20%
Marion W. Cross School	i-Ready Diagnostic	162	51%	25%	23%
Marlboro Elementary School	Write-in: Predictive Assessment of Reading"	19	16%	26%	58%
Mettawee Community School	Amira Assessment, i-Ready Diagnostic	47	28%	55%	17%
Middlebury ID #4 School	FastBridge aReading, FastBridge earlyReading, FastBridge CBM Reading	228	15%	40%	45%
Middletown Springs Elementary School	FastBridge aReading, FastBridge earlyReading	28	36%	39%	25%
Miller's Run School	i-Ready Diagnostic, i-Ready Literacy Tasks	47	0%	43%	57%
Milton Elementary School	Star Early Literacy	611	32%	32%	36%
Molly Stark School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading Fluency	397	2%	28%	70%
Montgomery Elementary School	Star CBM Reading, Star Early Literacy, Star Reading	61	38%	30%	33%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Monument Elementary School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading Fluency, Write-ins: "FastBridge CBM, Wonders Quick phonics (QPS) Letter name Inventory (LNI) Letter Sounds Inventory (LSI)"	393	18%	42%	40%
Moretown Elementary School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	71	37%	34%	30%
Mt. Holly School	DIBELS 8th Edition by University of Oregon	42	21%	19%	60%
Neshobe School	Amplify mCLASS DIBELS 8th Edition, FastBridge aReading, FastBridge earlyReading, Star CBM Reading, Star Early Literacy, Star Reading	186	34%	26%	40%
Newark Street School	i-Ready Diagnostic, i-Ready Literacy Tasks	23	0%	57%	43%
Newbrook Elementary School	aimswebPlus, Write-ins: "QPS, 95% PSI, Heggerty Letter Naming/Sounds Inventory"	50	24%	52%	24%
Newbury Elementary School	Star Early Literacy, Star Reading, Write-ins: “POA & F&P”	49	0%	59%	41%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Newport City Elementary School	aimswebPlus, Amplify mCLASS DIBELS 8th Edition, DIBELS 8th Edition by University of Oregon	161	25%	24%	50%
Northeast Primary School	FastBridge aReading, FastBridge earlyReading	377	7%	22%	71%
Northfield Elementary School	i-Ready Diagnostic, i-Ready Literacy Tasks	150	43%	25%	31%
Oak Grove School	Amplify mCLASS DIBELS 8th Edition	62	29%	29%	42%
Orchard School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	256	5%	59%	36%
Ottauquechee School	DIBELS 8th Edition by University of Oregon, Write-in: “EL Education Benchmark”	99	1%	38%	61%
Otter Creek Academy at Leicester Sudbury and Whiting	FastBridge aReading	36	0%	28%	72%
Peacham Elementary School	Star Early Literacy, Star Reading	25	0%	72%	28%
Porters Point School	Star CBM Reading, Star Early Literacy, Star Reading	387	38%	22%	41%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Poultney Elementary School	FastBridge aReading, FastBridge earlyReading	117	0%	65%	35%
Pownal Elementary School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading Fluency, Write-ins: "FastBridge CBM, Wonders Quick phonics (QPS) Letter name Inventory (LNI) Letter Sounds Inventory (LSI)"	399	10%	48%	42%
Proctor Elementary School	FastBridge aReading, FastBridge earlyReading	66	5%	44%	52%
Putney Central School	Amplify mCLASS DIBELS 8th Edition	69	39%	28%	33%
Randolph Elementary School	Star Early Literacy	125	14%	29%	58%
Reading Elementary School	Amplify mCLASS DIBELS 8th Edition, Star Reading	35	31%	31%	37%
Readsboro Elementary School	FastBridge aReading, FastBridge earlyReading	14	29%	57%	14%
Richford Elementary School	Star CBM Reading, Star Early Literacy, Star Reading	78	49%	15%	36%
Rick Marcotte Central School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	201	7%	64%	29%
Robinson School	aimswebPlus, NWEA MAP Reading Fluency	328	19%	49%	32%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Rochester Elementary School	Amplify mCLASS DIBELS 8th Edition, Track My Progress Reading	37	30%	27%	43%
Rumney Memorial School	Acadience Reading K-6	53	53%	25%	23%
Rutland Intermediate School	FastBridge aReading, FastBridge earlyReading	119	19%	16%	65%
Rutland Town Elementary School	FastBridge aReading, FastBridge earlyReading	123	19%	65%	16%
Shaftsbury Elementary School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading Fluency	398	16%	40%	44%
Sharon Elementary School	Amplify mCLASS DIBELS 8th Edition	67	27%	37%	36%
Shelburne Community School	i-Ready Diagnostic, i-Ready Literacy Tasks, Write-ins: "K-1-PASA, FRY, IDI"	281	46%	28%	26%
Sheldon Elementary School	Star CBM Reading, Star Early Literacy, Star Reading	131	0%	56%	44%
Shoreham Elementary School	FastBridge aReading, FastBridge earlyReading, Fast Bridge CBM	29	28%	21%	52%
Shrewsbury Mountain School	DIBELS 8th Edition by University of Oregon, Star Early Literacy, Star Reading	28	0%	82%	18%
South Royalton Elementary School	Amplify mCLASS DIBELS 8th Edition	93	34%	23%	43%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
St. Albans City Elementary School	Amplify mCLASS DIBELS 8th Edition, i-Ready Diagnostic	381	11%	24%	65%
St. Johnsbury School	Star Reading, Core Phonics	245	0%	42%	58%
Stamford Elementary School	FastBridge aReading by, FastBridge earlyReading	34	24%	21%	56%
Stockbridge Central School	Amplify mCLASS DIBELS 8th Edition, Track My Progress Reading	21	67%	29%	5%
Sunderland Elementary School	Amira Assessment, i-Ready Diagnostic	37	24%	57%	19%
Sutton Village School	i-Ready Diagnostic	42	0%	60%	40%
Swanton School	Star Early Literacy, Star Reading	282	0%	45%	55%
Townshend Village School	aimswebPlus, Predictive Assessment of Reading (PAR)	58	17%	34%	48%
Troy School	aimswebPlus, DIBELS 8th Edition by University of Oregon	76	0%	32%	68%
Twin Valley Elementary School	FastBridge aReading, FastBridge earlyReading	97	20%	26%	55%
Underhill Central School	Star CBM Reading, Star Early Literacy, Star Reading	210	53%	26%	21%
Union Elementary School	Star Early Literacy, Star Reading	282	0%	74%	26%
Union Memorial School	Star CBM Reading, Star Early Literacy, Star Reading	376	44%	19%	36%
Vergennes Union Elementary School	FastBridge aReading, FastBridge earlyReading	163	21%	28%	51%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Vernon Elementary School	Amplify mCLASS DIBELS 8th Edition	70	14%	26%	60%
Waits River Valley Union School	Star Early Literacy, Star Reading	107	0%	65%	35%
Waitsfield Elementary School	Amplify mCLASS DIBELS 8th Edition, Star Reading	59	34%	39%	27%
Walden School	Amplify mCLASS DIBELS 8th Edition	75	0%	57%	43%
Wallingford Village School	DIBELS 8th Edition by University of Oregon, Star CBM Reading, Star Early Literacy, Star Reading	64	23%	45%	31%
Wardsboro Central School	aimswebPlus, Write-ins: "PAR, Fundations, PASI, PAST"	20	15%	65%	20%
Warren Elementary School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	56	36%	41%	23%
Washington Village School	i-Ready Diagnostic, i-Ready Literacy Tasks	71	8%	28%	63%
Waterford Elementary School	DIBELS 8th Edition by University of Oregon, Star Early Literacy	41	0%	63%	37%
Waterville Elementary School	NWEA MAP Reading Fluency	37	51%	16%	32%
Wells Village School	FastBridge aReading, FastBridge earlyReading	40	15%	45%	40%
West Rutland School	FastBridge aReading, FastBridge earlyReading	86	6%	60%	34%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Westford Elementary School	Star Early Literacy, Star Reading	77	0%	83%	17%
Weybridge Elementary School	FastBridge aReading, FastBridge earlyReading	29	41%	38%	21%
White River School	DIBELS 8th Edition by University of Oregon, Star Reading, Write-ins: “EL Benchmark Assessments”	116	22%	37%	41%
Williamstown Elementary School	i-Ready Diagnostic	104	5%	50%	45%
Williston Schools	i-Ready Diagnostic, i-Ready Literacy Tasks, Write-ins: “K+1: Phonemic Awareness Assessment (PASA), Fry Words, Informal Decoding Inventory”	360	32%	37%	32%
Windsor School	Amplify mCLASS DIBELS 8th Edition, Star Early Literacy, Star Reading	108	17%	19%	64%
Wolcott Elementary School	NWEA MAP Reading Fluency	25	20%	16%	64%
Woodbury Elementary School	Acadience Reading K-6, aimswebPlus, DIBELS 8th Edition by University of Oregon, NWEA MAP Reading Fluency	20	40%	15%	45%

School Name	Screener(s) Used	Total Number of Students Screened K-3	Percentage Above Proficiency K-3	Percentage Met Proficiency K-3	Percentage Not Proficient K-3
Woodford Hollow School	FastBridge aReading, FastBridge earlyReading, NWEA MAP Reading Fluency, Write-ins: “FastBridge CBM, Wonders Quick phonics (QPS) Letter name Inventory (LNI) Letter Sounds Inventory (LSI)”	400	15%	52%	33%
Woodstock Elementary School	DIBELS 8th Edition by University of Oregon, Star Reading	169	52%	25%	22%

Appendix D: Core and Supplemental Curricula

The following tables provide more information about curricular programs used as core curriculum and supplemental curriculum, as gathered by the survey. Please note the following:

- The survey included a prepopulated list of curricular programs. Survey respondents could select multiple programs and/or write in their own answers.
- Most of the programs included as choices in the survey were programs that are known to be used in Vermont and meet expectations in a review by EdReports.
- Many included programs were also reviewed by The Reading League (TRL) Compass.
- A few programs listed in the survey received "partially meets" by EdReports. Some of these were included anyway because they were reviewed by TRL (i.e., Collaborative Literacy Curriculum and 95 Phonics Core Program).
- A few supplemental included programs were not reviewed by TRL but were included in the survey because they are known to be used around Vermont (i.e., Fundations by Wilson Language Training and Bridge to Reading Foundational Skills by Heggerty).
- Some schools reported using supplemental programs as their core program (i.e., Fundations by Wilson Language Training, UFLI Foundations, Bridge to Reading: Foundational Skills by Heggerty, and Into Reading Structured Literacy by Houghton Mifflin Harcourt).

Table 16. Curricular Programs Currently Used as Core Curriculum

Program	Number of Schools Using as Core Curriculum	High-Quality Core Curriculum[11]	Supplemental Curriculum Used as Core Curriculum
Teacher-, school-, or district-created OR no specific curricular materials notes	32	Not applicable	Not applicable

[11] High-quality designation is based on meeting all expectations outlined in EdReports independent reviews; EdReports is one to consider when evaluating curriculum, but there are certainly others.

Program	Number of Schools Using as Core Curriculum	High-Quality Core Curriculum[11]	Supplemental Curriculum Used as Core Curriculum
EL Education K-5 Language Arts by Open Up Resources	32	X	
Bookworms by Open Up Resources	18		
Core Knowledge Language Arts (CKLA) by Amplify	16	X	
Fundations by Wilson Language Training	13		x
ARC Core by American Reading Company	12	X	
UFLI Foundations	10		x
Geodes	9		x
Wonders by McGraw-Hill Education	8	X	
Heggerty	8		x
Into Reading Structured Literacy/Houghton Mifflin Harcourt	8	X	
SoundTown	7		
myView Literacy by Savvas Learning Company	6	X	
Wit & Wisdom (grade 3-8) by Great Minds	6	X	

Program	Number of Schools Using as Core Curriculum	High-Quality Core Curriculum[11]	Supplemental Curriculum Used as Core Curriculum
Wit & Wisdom (grade K-2) by Great Minds	5	X (no foundational skills)	
Reading Mastery/ Corrective Reading/ Direct Instruction	5		
Orton Gillingham	3		x
Being a Reader/Being a Writer	3		
Fishtank Plus ELA by Fishtank Learning	2	X	
Imagine Learning EL Education K-5 Language Arts	1	X	
Lexia	1		
Sound Wall	1		

Table 17. Curricular Programs Currently Used as Supplemental Curriculum

Program	Number of Schools Using as Supplemental Curriculum	High-Quality Supplemental Curriculum[12] (Foundational Skills Only)
UFLI Foundations	88	X
Fundations by Wilson Language Training	75	
Bridge to Reading: Foundational Skills by Heggerty	29	
Heggerty/Heggerty Phonemic Awareness/ Heggerty Phonemic Awareness Assessment	22	
CKLA Skills by Amplify	14	X
Orton-Gillingham/Stern Center	12	
Foundations A-Z by Learning A-Z	11	X
95 Percent Group PA and PLL	7	
95 Phonics Core Program by 95 Percent Group	6	
From Phonics to Reading by William H. Sadler, Inc.	6	X
Hill for Literacy Foundational Skills lessons and Literacy Strategies	5	
Collaborative Literacy Curriculum by Collaborative Classroom	4	
Into Reading Structured Literacy	4	
Corrective Reading/Direct Instruction	3	

[12] High-quality designation is based on meeting all expectations identified in independent reviews conducted by EdReports. While EdReports provides a baseline measure of alignment to the Common Core State Standards, it does not encompass all evidence-based instructional practices. For the purposes of this report, the Agency used EdReports as a baseline indicator and is undertaking a more comprehensive curriculum review for publication in 2026.

Program	Number of Schools Using as Supplemental Curriculum	High-Quality Supplemental Curriculum[12] (Foundational Skills Only)
Geodes/Great Minds	3	
ARC Toolkits	2	
EL Skills Block/ALL Block	2	
F&P Leveled Literacy Intervention	2	
Handwriting Without Tears	2	
Soundtown	2	
Really Great Reading	1	X
Savvas Essentials: Foundational Reading by Savvas Learning Company	1	X
Magnetic Reading Foundations by Curriculum Associates	1	X
Acadience	1	
Benchmark	1	
High Noon Decode Magic Belt Series	1	
iReady	1	
Kid Lips	1	
Kilpatrick	1	
Lexia	1	
LindaMood-Bell	1	
My View Interventions by Savvas	1	
Newsela	1	

Program	Number of Schools Using as Supplemental Curriculum	High-Quality Supplemental Curriculum[12] (Foundational Skills Only)
Plug In One Phonics	1	
PRESS	1	
Read Live Naturally	1	
Simplify Writing	1	
The Writing Revolution	1	
Wonders Intervention	1	
Words Their Way	1	
Megawords	1	

Table 18. Curricular Programs Used by School

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Academy School	EL Education K-5 Language Arts, UFLI K-3; Soundtown (K)	UFLI Foundations, 95% Group PA and PLL; Heggerty; Soundtown
Alburgh Community Education Center	Wit & Wisdom (grades K-2), Wit & Wisdom (grade 3-8), Geodes	Fundations
Bakersfield School	myView Literacy	Foundations A-Z, UFLI Foundations
Barnard Academy	EL Education K-5 Language Arts	Fundations
Barre City Elementary/ Middle School		Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Barre Town Elementary & Middle School		Fundations, UFLI Foundations, Heggerty
Barton Graded School	Houghton Mifflin Harcourt	UFLI Foundations, Heggerty
Beeman Elementary School	Wit & Wisdom (grades K-2), "UFLI, Geodes"	UFLI Foundations

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Bellows Free Academy Elementary (Fairfax)	Orton Gillingham	Bridge to Reading: Foundational Skills by Heggerty
Bennington Elementary School	Wonders	Fundations, UFLI Foundations, Heggerty; Hill for Literacy Foundational Skills lessons and Literacy Strategies
Berkshire Elementary School	myView Literacy	Savvas Essentials: Foundational Reading
Berlin Elementary School		Fundations
Bethel Elementary School		Fundations
Bingham Memorial School	Fundations	Fundations
Blue Mountain Union School	"DI, Reading Mastery "	Corrective Reading Grade 3
Bradford Elementary School	Wonders	Bridge to Reading: Foundational Skills by Heggerty, Fundations, Wonders Intervention
Brewster Pierce School	ARC Core by American Reading Company	UFLI Foundations, Orton Gillingham
Bridport Central School	Geodes and Fundations	Fundations, UFLI Foundations
Brighton Elementary School	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify
Brookfield School		Fundations, UFLI Foundations
Brookside Primary School	"Fundations, Geodes, Hegerty, Into Reading"	Fundations, UFLI Foundations
Burke Town School	Bookworms	UFLI Foundations
Cabot School	Imagine Learning EL Education K-5 Language Arts	UFLI Foundations
Calais Elementary School	None	Fundations
Cambridge Elementary School	ARC Core by American Reading Company, No District Wide Program	UFLI Foundations, "Handwriting Without Tears, Orton Gillingham"
Canaan Schools	Bookworms	Orton-Gillingham

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Central Elementary School	EL Education K-5 Language Arts	Bridge to Reading: Foundational Skills by Heggerty, UFLI Foundations
Chamberlin School	Core Knowledge Language Arts (CKLA) by Amplify	Bridge to Reading: Foundational Skills by Heggerty, CKLA Skills by Amplify, UFLI Foundations
Charleston Elementary School	Amplify CKLA	Fundations
Charlotte Central School	Bookworms	Bridge to Reading: Foundational Skills by Heggerty, Fundations, "From Phonics to Reading by William H. Sadler, Inc."
Concord Graded/Middle School	Bookworms	UFLI Foundations
Coventry Village School	CKLA Amplify	CKLA Skills by Amplify, Collaborative Literacy Curriculum
Craftsbury Schools		Foundations A-Z, Fundations, Writing Without Tears
Currier Memorial Union School	HMH Into Reading	Bridge to Reading: Foundational Skills by Heggerty, UFLI Foundations
Danville School	Bookworms	Fundations
Derby Elementary School	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify, UFLI Foundations
Dorset Elementary School	Into Reading Structured Literacy HMH	Into Reading Structured Literacy, UFLI Foundations, Heggerty Phonemic Assessment
Dothan Brook School	EL Education K-5 Language Arts	UFLI Foundations
Doty Memorial School	Fundations	Fundations
Dover Elementary School	EL Education K-5 Language Artss	95 Phonics Core Program, Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Dummerston Schools	EL Education K-5 Language Arts, UFLI (K-3) and Soundtown (K)	UFLI Foundations, 95 Percent Group PA and PLL & Heggerty

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
East Montpelier Elementary School		Fundations
Eden Central School	ARC Core by American Reading Company	UFLI Foundations
Edmunds Elementary School	ARC Core by American Reading Company	
Elm Hill School	No program - former F&P materials	Foundations A-Z, UFLI Foundations
Enosburg Falls Elementary School	myView Literacy	Bridge to Reading: Foundational Skills by Heggerty, Fundations, Plug In One Phonics
Essex Elementary School	EL Education K-5 Language Arts	EL Skills Block is included in our EL program
Fayston Elementary School		Bridge to Reading: Foundational Skills by Heggerty, Fundationsg, UFLI Foundations
Ferrisburgh Central School	Fishtank Plus ELA	UFLI Foundations, Orton-Gillingham - Stern's Center
First Branch Elementary School (Tunbridge)	EL Education K-5 Language Arts, "Wilson Geodes K-2, EL by Open Resource 3-8th"	Fundations
Fisher School	Wonders	Bridge to Reading: Foundational Skills by Heggerty, UFLI Foundations
Fletcher Elementary School	"mostly self created. We use Heggrety for our writing curriculum, and Orton Gillingham for reading"	Bridge to Reading: Foundational Skills by Heggerty
Flood Brook School	Into Reading	Fundations, Into Reading Structured Literacy, UFLI Foundations
Folsom Education & Community Center	Wit & Wisdom (grades K-2), Wit & Wisdom (grade 3-8), "Geodes, Great Minds (K-2)"	Fundations, UFLI Foundations
Founders Memorial School	EL Education K-5 Language Arts	EL - Skills and ALL Block
Franklin Central School	ARC Core by American Reading Company	Bridge to Reading: Foundational Skills by Heggerty, Fundations, ARC Toolkits
Georgia Elementary & Middle School	Orton Gillingham	Bridge to Reading: Foundational Skills by Heggerty

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Grand Isle School	Wit & Wisdom (grades K-2), Wit & Wisdom (grade 3-8), Geodes	Fundations
Green Street School	EL Education K-5 Language Arts, UFLI & Sound Town	UFLI Foundations, 95 Percent Group PA and PLL; Heggerty;
Guilford Central School	EL Education K-5 Language Arts, "UFLI, Heggerty, Soundtown"	UFLI Foundations
Halifax West School	Being a Reader	Bridge to Reading: Foundational Skills by Heggerty, Collaborative Literacy Curriculum, Fundations, "Read Live Naturally, Newsela"
Hardwick Elementary School	Bookworms, EL Education K-5 Language Arts	Foundations A-Z, Fundations, Heggerty
Hiawatha Elementary School	EL Education K-5 Language Arts	Fundations
Highgate Elementary School	ARC Core by American Reading Company	Bridge to Reading: Foundational Skills by Heggerty, UFLI Foundations, "ARC toolkits, Wilson, OG, Kids Lips"
Hyde Park Elementary School	ARC Core by American Reading Company	Bridge to Reading: Foundational Skills by Heggerty, UFLI Foundations
Integrated Arts Academy at H. O. Wheeler	ARC Core by American Reading Company	
J. F. Kennedy Elementary School	EL Education K-5 Language Arts	
J. J. Flynn School	ARC Core by American Reading Company	UFLI Foundations
Jay/Westfield Joint Elementary School	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify, UFLI Foundations
Johnson Elementary School		"From Phonics to Reading by William H. Sadler, Inc."
Lothrop School	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify, UFLI Foundations
Ludlow Elementary School	EL Education K-5 Language Arts	Fundations, UFLI Foundations

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Lunenburg School	Bookworms	Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Lyndon Town School	Bookworms	UFLI Foundations
Malletts Bay School	District developed aligned to state standards	Benchmark
Manchester Elementary/Middle School	HMH Into Reading	Into Reading Structured Literacy, UFLI Foundations
Marion W. Cross School		Foundations A-Z, Fundations
Marlboro Elementary School	EL Education K-5 Language Arts	95 Phonics Core Program, Bridge to Reading: Foundational Skills by Heggerty, Fundations
Mettawee Community School	Into Reading by HMH	Into Reading Structured Literacy, UFLI Foundations, OG- Wilson for Tier 3
Middlebury ID #4 School		Fundations, "Heggerty Phonemic Awareness, Geodes, Lexia"
Middletown Springs Elementary School		Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Miller's Run School	Bookworms	UFLI Foundations
Milton Elementary School	EL Education in K ONLY	Fundations, Heggerty in Grade 1
Molly Stark School	Wonders	Fundations, Heggerty
Montgomery Elementary School	myView Literacy	Fundations, My View Interventions
Monument Elementary School	Wonders	Fundations, UFLI Foundations, Heggerty; Hill for Literacy Foundational Skills lessons and Literacy Strategies.
Moretown Elementary School	"Fundations, Hegarty, Lexia"	Fundations, UFLI Foundations
Morristown Elementary School		95 Phonics Core Program, Fundations
Mt. Holly School	EL Education K-5 Language Arts	Foundations A-Z, UFLI Foundations, Heggerty
Neshobe School	Core Knowledge Language Arts (CKLA) by Amplify	UFLI Foundations

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Newark Street School	Bookworms	Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Newbrook Elementary School	EL Education K-5 Language Arts	Fundations, UFLI Foundations, 95% Lesson Library/Phonological Awareness Chip Kit
Newbury Elementary School	F&P Classroom Materials 2-6 and Heggerty Bridge to Reading K-2	Bridge to Reading: Foundational Skills by Heggerty, "F&P LLI Materials, Megawords"
Newport City Elementary School	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify, UFLI Foundations
Northeast Primary School	UFLI and Heggerty	Foundations A-Z, UFLI Foundations, "Orton Gillingham, Heggerty, Kilpatrick"
Northfield Elementary School		Orton Gillingham
Oak Grove School	EL Education K-5 Language Arts, "UFLI, Sound Town (K)"	UFLI Foundations, "95 Percent Group PA and PLL, Heggerty"
Orchard School	Core Knowledge Language Arts (CKLA) by Amplify	Bridge to Reading: Foundational Skills by Heggerty, CKLA Skills by Amplify, Fundations, UFLI Foundations
Ottauquechee School	Bookworms, EL Education K-5 Language Arts	UFLI Foundations
Otter Creek Academy at Leicester Sudbury and Whiting	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify, UFLI Foundations
Peacham Elementary School	Bookworms	Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Porters Point School	District developed curriculum map - standards aligned	"From Phonics to Reading by William H. Sadler, Inc."
Poultney Elementary School	UFLI and Fundations	95 Phonics Core Program, Bridge to Reading: Foundational Skills by Heggerty, Fundations, Really Great Reading, UFLI Foundations

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Pownal Elementary School	Wonders	Fundations, UFLI Foundations, Heggerty; Hill for Literacy Foundational Skills lessons and Literacy Strategies
Proctor Elementary School	We follow a scope and sequence with priority and secondary standards as indicators	UFLI Foundations
Putney Central School	EL Education K-5 Language Arts, UFLI K-3 & Soundtown (K)	UFLI Foundations, 95 Percent Group PA and PLL & Heggerty
Randolph Elementary School		Fundations, UFLI Foundations
Reading Elementary School	EL Education K-5 Language Arts	Fundations
Readsboro Elementary School	"Being A Reader, Being A Writer"	Collaborative Literacy Curriculum
Richford Elementary School	myView Literacy	Fundations
Rick Marcotte Central School	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify, UFLI Foundations
Robinson School	Wit & Wisdom (grade 3-8), Geodes (K-2)	UFLI Foundations
Rochester Elementary School	EL Education K-5 Language Arts, Reading Mastery/Corrective Reading Direct Instruction	Corrective Reading/Direct instruction
Rumney Memorial School	Fundations	Fundations, Magnetic Reading Foundations
Rutland Intermediate School		UFLI Foundations
Rutland Town Elementary School		Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Shaftsbury Elementary School	Wonders	Fundations, UFLI Foundations, Heggerty; Hill for Literacy Foundational Skills lessons and Literacy Strategies.
Sharon Elementary School	"EL Education 3-6 LA by Open Up Resources, K-2 Fundations, Heggerty "	Fundations
Sheldon Elementary School	myView Literacy	UFLI Foundations, PRESS

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Shoreham Elementary School	"Wilson, Fundations"	Bridge to Reading: Foundational Skills by Heggerty, Fundations
Shrewsbury Mountain School	Bookworms	95 Phonics Core Program, Acadience
South Royalton Elementary School		Fundations
St. Albans City Elementary School	Amplify	CKLA Skills by Amplify
St. Johnsbury School	Core Knowledge Language Arts (CKLA) by Amplify, "6-8 Amplify ELA, Core Knowledge by Amplify is Grades 4-5"	UFLI Foundations
Stamford Elementary School	Being a Reader	UFLI Foundations
Stockbridge Central School	EL Education K-5 Language Arts, Reading Mastery/Corrective Reading - by Direct Instruction	Corrective Reading/Direct Instruction
Sunderland Elementary School	Into Reading by HMH Ed	UFLI Foundations
Sutton Village School	Bookworms	UFLI Foundations
Swanton School	ARC Core by American Reading Company	Bridge to Reading: Foundational Skills by Heggerty, Foundations A-Z, Fundations, "Orton Gillingham, Leveled Literacy Intervention, High Noon Decode Magic Belt Series, and Geodes: Great Minds"
Townshend Village School	EL Education K-5 Language Arts	Bridge to Reading: Foundational Skills by Heggerty, Fundations, UFLI Foundations
Troy School	CKLA	CKLA Skills by Amplify
Twin Valley Elementary School	teacher/school created	Fundations, "Heggerty, The Writing Revolution"
Underhill Central School	ARC Core by American Reading Company	Collaborative Literacy, UFLI Foundations
Union Elementary School		Fundations, UFLI Foundations
Union Memorial School	District curriculum materials aligned to state standards	"From Phonics to Reading by William H. Sadler, Inc."

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Vergennes Union Elementary School	Fishtank Plus ELA	UFLI Foundations, Orton-Gillingham - Sterns Center
Vernon Elementary School	EL Education K-5 Language Arts, UFLI (K-3) and Soundtown (KDG)	UFLI Foundations, 95 Percent Group PA and PLL and Heggerty and Soundtown
Waits River Valley Union School	Reading Mastery/Corrective Reading	
Waitsfield Elementary School	Wit & Wisdom (grade 3-8)	Foundations A-Z, Fundations, UFLI Foundations
Walden School	Bookworms	Fundations, UFLI Foundations
Wallingford Village School	Bookworms by Open Up Resources	95 Phonics Core Program, CKLA Skills by Amplify, UFLI Foundations
Wardsboro Central School	EL Education K-5 Language Arts	Fundations, UFLI Foundations
Warren Elementary School	Wit & Wisdom (grades K-2), Wit & Wisdom (grade 3-8)	Fundations
Washington Village School		UFLI Foundations, Simplify Writing
Waterford Elementary School	Bookworms	Foundations A-Z, Fundations
Waterville Elementary School	ARC Core by American Reading Company	Fundations by Wilson Language Training, "From Phonics to Reading by William H. Sadler, Inc."
Wells Village School	Engage New York and teacher created	Fundations, UFLI Foundations
West Rutland School	Each building in our SU is doing something slightly different. Our new Curriculum Coordinator is looking for a common ELA program for the Fall of 2026.	UFLI Foundations, IReady
Westford Elementary School	EL Education K-5 Language Artss	Fundations, "OG, LindaMood-Bell, Geodes"
Weybridge Elementary School	Geodes	Fundations
White River School	EL Education K-5 Language Arts	Fundationsg, UFLI Foundations, Heggerty
Williamstown Elementary School		UFLI Foundations

School Name	ELA Programs Used as Core Curriculum	ELA Programs Used as Supplemental Curriculum
Williston Schools	Bookworms, Some teachers using Bookworms	"From Phonics to Reading by William H. Sadler, Inc.", "Some teachers using Words Their Way, Mystery Writing"
Windsor School	Core Knowledge Language Arts (CKLA) by Amplify	CKLA Skills by Amplify, UFLI Foundations
Wolcott Elementary School	Fundations	Foundations A-Z, Fundations, "Wilson, OG"
Woodbury Elementary School		Fundations, Heggerty
Woodford Hollow School	Wonders	UFLI Foundations, Heggerty; Hill for Literacy Foundational Skills lessons and Literacy Strategies.
Woodstock Elementary School	EL Education K-5 Language Arts	Fundations

[i] Emily Binks-Cantrell, Emily K. Washburn, R. Malatesha Joshi, and Martha Hougen, “Peter Effect in the Preparation of Reading Teachers,” *Scientific Studies of Reading 16*, no. 6 (2012): 526–536;

Emily K. Washburn, R. Malatesha Joshi, and Emily Binks-Cantrell, “Teacher Knowledge of Basic Language Constructs in Reading,” *Reading and Writing 24*, no. 3 (2011): 276–301. Candace S. Bos, Nancy Mather, Suzanne Dickson, Brenda Podhajski, and David Chard, “Perceptions and Knowledge of Preservice and Inservice Educators About Early Reading Instruction,” *Annals of Dyslexia* 51 (2001): 97–120;

Susan Brady and Louisa Moats, Informed Instruction for Reading Success: *Foundations for Teacher Preparation xii* (Baltimore, MD: International Dyslexia Association, 1997);

Nancy Mather, Candace S. Bos, and Nazan U. Babur, “Perceptions and Knowledge of Preservice and Inservice Teachers About Early Literacy Instruction,” *Journal of Learning Disabilities* 34, no. 5 (2001): 472–482;

Louisa C. Moats, “The Missing Foundation in Teacher Education: Knowledge of the Structure of Spoken and Written Language,” *Annals of Dyslexia* 44, no. 1 (1994): 81–102;

Louisa C. Moats, “Teaching Reading *Is* Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do,” *American Educator* 44, no. 2 (2020): 4;

Louisa C. Moats and Barbara R. Foorman, “Measuring Teachers’ Content Knowledge of Language and Reading,” *Annals of Dyslexia* 53 (2003): 23–45;

Louisa C. Moats and G. Reid Lyon, “Wanted: Teachers with Knowledge of Language,” *Topics in Language Disorders*16, no. 2 (1996): 73–98;

Julie A. Washington, Randi Lee-James, and Crystal B. Stanford, “Teaching Phonemic and Phonological Awareness to Children Who Speak African American English,” *The Reading Teacher* 76, no. 6 (2023): 765–774;

Deborah McCutchen et al., “Beginning Literacy: Links Among Teacher Knowledge, Teacher Practice, and Student Learning,” *Journal of Learning Disabilities* 35, no. 1 (2002): 69–86;

Deborah McCutchen, Laura Green, Robert D. Abbott, and Elizabeth A. Sanders, “Further Evidence for Teacher Knowledge: Supporting Struggling Readers in Grades Three Through Five,” *Reading and Writing: An Interdisciplinary Journal* 22, no. 4 (2009): 401–423;

Deborah McCutchen and Virginia Berninger, “Those Who Know, Teach Well: Helping Teachers Master Literacy-Related Subject Matter Knowledge,” *Learning Disabilities Research and Practice* 14, no. 4 (1999): 215–226;

Louisa C. Moats, *Whole Language Lives On: The Illusion of “Balanced” Reading Instruction* (Washington, DC: Thomas B. Fordham Foundation, 2000);

Laurie Podhajski, Nancy Mather, Jeanne Nathan, and Jon Sammons, “Professional Development in Scientifically Based Reading Instruction: Teacher Knowledge and Reading Outcomes,” *Journal of Learning Disabilities* 42, no. 5 (2009): 403–417;

Tara K. Peltier, Emily K. Washburn, Jennifer M. Pulos, and Charles Peltier, "Measuring Special Education Preservice Teachers' Knowledge, Reflective Ability, and Tutored Student Outcomes on Foundational Literacy Skills," *Insights into Learning Disabilities* 17, no. 1 (2020): 1–33;

Louise Spear-Swerling, "The Research-Practice Divide in Beginning Reading," *Theory Into Practice* 46, no. 4 (2007): 301–308;

Louise Spear-Swerling and Pamela O. Brucker, "Preparing Novice Teachers to Develop Basic Reading and Spelling Skills in Children," *Annals of Dyslexia* 54, no. 2 (2004): 332–364.

[ii] Carolyn A. Denton, Barbara R. Foorman, and Patricia G. Mathes, "Perspective: Schools That 'Beat the Odds': Implications for Reading Instruction," *Remedial and Special Education* 24, no. 5 (2003): 258–261;

Michelle Hirschmann, Emily A. Farris, Elizabeth Alexander, Julia Flipse, and Tim Odegard, *Screening for Risk and Characteristics of Dyslexia* (Murfreesboro, TN: Center for Dyslexia, Middle Tennessee State University, 2022).

Joseph K. Torgesen, "Preventing Early Reading Failure—and Its Devastating Downward Spiral," *American Educator* 28, no. 3 (2004): 6–19.

[iii] Emily Binks-Cantrell, Emily K. Washburn, R. Malatesha Joshi, and Martha Hougen, "Peter Effect in the Preparation of Reading Teachers," *Scientific Studies of Reading* 16, no. 6 (2012): 526–536.