Survey to Understand District Level Needs and Supports to Improve Literacy Outcomes - November 2022

Section 1: Survey Goals and Consent Statement

The Vermont Agency of Education (AOE) is partnering with the Region 1 Comprehensive Center (R1CC) to develop supports for Supervisory Unions and Supervisory Districts (SUs/SDs) to improve literacy outcomes for learners. The AOE wants to hear from your SU/SD to inform the development of those supports. We are inviting education leaders from SU/SDs who **play a pivotal role in overseeing the development and implementation of a comprehensive plan for early literacy** to participate in this survey. This survey is organized based on recommendations outlined in the *Vermont Blueprint for Early Literacy Comprehensive System of Services* (henceforth referred to as the *Blueprint*); while the focus is predominantly on early literacy efforts, the AOE is interested and poses questions related to literacy in the older grades as well.

The AOE wants to understand your SU/SD needs and the supports necessary across Vermont to implement evidence-based practices for a coordinated, equitable, and aligned PreK–3 literacy system and beyond. **The information you provide will be critical for the AOE to identify and prioritize supports to assist you in implementing a high-quality literacy plan as outlined in the *Blueprint*.** Your input will also help inform the development of a Vermont "literacy playbook" which will include practitioner guides and tools to implement the focus areas and steps outlined in the Blueprint.

Completing this survey will take approximately 20 minutes. **The survey will remain open until 12/16/22.** Superintendents should act as, or designate, the point of contact from the SU/SD responsible for managing the completion of this survey. Multiple people from your SU/SD may contribute to the survey, as the Cognito survey tool allows for multiple users to access the link and respond to questions as needed. Please find directions for sharing the survey link within your SU/SD below and in the memo that accompanied this survey. This memo also contains a link to a pdf of the survey that could be a helpful reference when completing the survey. For the best user experience, we recommend completing this survey on a computer or tablet rather than via your phone.

Your participation in this survey is voluntary. All survey response data will be transferred and stored in a way that protects data privacy in a password-protected, secure electronic format. In addition, individual responses to this survey will be shared with our technical assistance partners at the Region 1 Comprehensive Center for support with analysis, planning, and development of a Vermont literacy playbook.

Please only complete one survey per Supervisory Union/District.

1. Do you agree to participate in this survey?

Agree

Selecting "agree" below indicates that: you have read and understood the information above, you understand that your responses to this survey will be shared with the Region 1 Comprehensive Center team, and you voluntarily agree to participate.

STOP. You have not consented to this survey. Please hit SAVE and then exit the survey and

**browser. If you choose to proceed and complete
the survey you are indicating consent.**

What is your Supervisory Union/Supervisory District

[   ]

What is the position of the designated point of contact for completing this survey?

| Superintendent |

Select from the dropdown above the position that best describes your role; if selecting "Other" please type in the field your position.

How many years of experience do you have in this position?

⦿ Up to 1 year

○ More than 1 year up to 5 years

○ More than 5 years up to 10 years

○ More than 10 years

Response categories: Select one of the above.

If your SU/SD does not operate a high school, do they primarily tuition students to:

⦿ Public high school(s)

○ Private high school(s)

○ Mix of public and private

○ I don't know

Please select the one response that best answers this question.

Section 3: About SU/SD Literacy Plans

Section Three will help the AOE understand the current state of SU/SD local literacy plans and ways the AOE may help support their development or implementation.

Has Vermont's Blueprint been reviewed in your SU/SD?

⦿ Yes ○ No
Select one.

Please select all stakeholders within your SU/SD that have reviewed the Blueprint.

☑ Our SU/SD has not reviewed the Blueprint and has no or limited awareness of the Blueprint.

☐ Our SU/SD is aware of the Blueprint but has not reviewed it.

☐ SU/SD leadership team

☐ SU/SD faculty and staff

☐ School Board

☐ Community/Families/Students

☐ [   ]

Please select all responses that apply. If you select "Other" please type within the field to explain.

Does your SU/SD have a local literacy plan?
○ Yes ⦿ No
Please select one.

If your SU/SD does NOT have a local literacy plan, why not?

☑ Our SU/SD has a local literacy plan.

☐ Not aware of the need to develop a local literacy plan.

☐ Do not know how to develop a local literacy plan.

☐ Have limited staff capacity.

☐ There is lack of staff agreement/internal coherence on what the plan should be.

☐ There is limited time to develop a local literacy plan.

☐ There is limited access to necessary/relevant data.

☐ Our plan for improving literacy is included in another planning document (e.g., CIP, Recovery Plan, etc.)

☐ [_____]

Please select all responses that apply. If you select "Other" please type within the field to explain.

What supports would your SU/SD need to DEVELOP or REFINE your local literacy plan?
☑ Additional staff time or contractor time

☐ Additional or dedicated funding

☐ Training and/or coaching

☐ Additional local data

☐ Dedicated time

☐ Schedule adjustments (school day or school year)

☐ [_____]

Please select all that apply. If you select "Other" please type within the field to explain.

What supports would help your SU/SD to IMPLEMENT your local literacy plan?
☑ Additional staff time or contractor time

☐ Additional or dedicated funding

☐ Training and/or coaching

☐ Additional local data

☐ Dedicated time

☐ Schedule adjustments (school day or school year)

☐ [_____]

Please select all that apply. If you select "Other" please type within the field to explain.

Section 4: Data, Assessment Tools, Curriculum and Resources to Support Literacy Plans

Section Four aims to understand the data, assessment tools, curriculum, and resources in place to support the development and implementation of a local literacy plan to improve literacy outcomes throughout your SU/SD.

Has your SU/SD undergone a process (such as a needs assessment) to understand and document your local literacy needs?

[Yes]

Please select one.

Does an Education Support Team(s) (EST) or similar team structure(s) collect, analyze, and report student literacy data to inform programmatic and instructional planning?
○ Yes ⦿ No

What English Language Arts (ELA) and/or literacy data does your SU/SD collect to inform universal (Tier 1) instruction to meet the needs of most students?

☑ State summative assessment data (grades 3-9)

☐ Local assessment data

☐ Regularly scheduled opportunities to review student data

☐ Surveys of knowledge and/or background of teachers in evidence-based literacy practices

☐ Classroom observations

☐ Teacher evaluations

☐ Individual professional learning plans

☐ Regularly scheduled professional learning opportunities or communities

☐ Access to coaches/coaching

☐ [   ]

Please select all that apply. If you select "Other" please type within the field to explain.

Does your SU/SD use local PK-2 ELA/literacy assessment data to inform instructional and curricular decision-making?	**Does your SU/SD conduct local ELA/ literacy assessments in grades PK-2?**
	○ Yes ⊙ No
Yes	

If your SU/SD operates more than one school serving PreK-2 students, are local assessments common across these schools?

Yes

If your SU/SD conducts local PK-2 ELA/literacy assessments, please name the assessment tools your SU/SD uses.

[   ]

Please use the specific name of the tool as well as the type of asessment.

Does your SU/SD conduct local ELA/ literacy assessments in grades 3-9?
○ Yes ⊙ No

Does your SU/SD use grade 3-9 ELA/literacy local assessment data to inform instructional and curricular decision-making?

Yes

If your SU/SD operates more than one school serving grades 3-9, are local assessments common across these schools?

Yes

If your SU/SD conducts grades 3-9 ELA/literacy local assessments, please name the assessment tools your SU/SD uses.

Please use the specific name of the tool as well as the type of asessment.

Does your SU/SD have a coordinated ELA curriculum across all of your schools?
○ Yes ◉ No

Please name the ELA curriculum/curricula used in your SU/SD and for what grade levels.

If your ELA curriculum/curricula is locally developed, please state "locally developed" and indicate for which grade levels.

Has your SU/SD conducted local asset mapping (e.g., resource audit, asset/resource inventory, etc.) to assess the availability or readiness of resources for implementation in a literacy action plan?

Yes

Please select one.

Which of the following local resources DO YOU HAVE access to that can inform your local literacy plan and support literacy efforts in your SU/SD?

☑ Information on percentage of children enrolled in PreK programs

☐ Data on the quality of literacy education in PreK programs

☐ Percentage of children identified/referred for Early Childhood Special Education services (ECSE)

☐ Information on the percentage of children who receive Early Childhood Special Education services and where they are provided

☐ Outcome data for students who work with literacy/reading specialists within your SU/SD

☐ Data on the percentage of Pre-K educators with a background and experience using evidenced-based literacy

practices

☐ Data on educators and administrators within your SU/SD with the knowledge and skills to implement evidence-based literacy practices

☐ List of partners, contractors, or other organizations that support literacy activities

☐ [   ]

Please select all that apply. If you select "Other" please type within the field to explain.

What local resources WOULD YOU LIKE TO access to inform your local literacy plan and support literacy efforts in your SU/SD?
☑ Information on percentage of children enrolled in PreK programs ☐ Data on the quality of literacy education in PreK programs ☐ Percentage of children identified/referred for Early Childhood Special Education services (ECSE) ☐ Information on the percentage of children who receive Early Childhood Special Education services and where they are provided ☐ Outcome data for students who work with literacy/reading specialists within your SU/SD ☐ Data on the percentage of Pre-K educators with a background and experience using evidenced-based literacy practices ☐ Data on educators and administrators within your SU/SD with the knowledge and skills to implement evidence-based literacy practices ☐ List of partners, contractors, or other organizations that support literacy activities

☐ [   ]

Please select all that apply. If you select "Other" please type within the field to explain.

Section 5: Educator Workforce and Educator Professional Learning Needs

Section Five aims to understand the literacy pre-service and professional development needs of Vermont's educator workforce to inform AOE support strategies and professional development opportunities.

Based on your local data, which of the following areas of literacy instruction has your SU/SD prioritized improving?
Please rank *in order of priority (**#1 indicating highest priority**) for your SU/SD. Please note, ranking does not indicate an overall belief of imprtance, but whether professional learning in a particular area should be prioritized based on current data.*

	#1	#2	#3	#4	#5	#6	#7	#8
Phonological awareness	○	○	○	○	○	○	○	○
Comprehension	○	○	○	○	○	○	○	○
Writing	○	○	○	○	○	○	○	○
Phonics and word recognition	○	○	○	○	○	○	○	○
Fluency	○	○	○	○	○	○	○	○

	#1	#2	#3	#4	#5	#6	#7	#8
Vocabulary	○	○	○	○	○	○	○	○
EL supports	○	○	○	○	○	○	○	○
Cultural and historical relevance	○	○	○	○	○	○	○	○

Is your SU/SD able to hire educators with literacy pre-service training in evidence-based literacy practices?

☑ We always can hire candidates with pre-service training in the application of evidence-based literacy practices.

☐ We mostly can hire candidates with pre-service training in the application of evidence-based literacy practices.

☐ We rarely can hire candidates with pre-service training in the application of evidence-based literacy practices.

☐ Finding candidates with pre-service training in the application of evidence-based literacy practices has been a challenge.

☐ We don't always know if candidates have pre-service training in evidence-based literacy practices.

☐ [   ]

Please select all that apply. If you select "Other" please type within the field to explain.

When has your SU/SD offered or supported participation in professional development/training focused on UNIVERSAL (Tier 1) literacy instruction?

We are currently offering this PD/training

Please select one response.

Please share any additional observations or ideas about your ability to attract and hire candidates with literacy pre-service training.

[   ]

Please be concise/brief in your responses as much as possible.

If, within the last three years, your SU/SD has offered or supported participation in professional development or training focused on UNIVERSAL (Tier 1) literacy instruction, please identify the provider(s) and the focus of the PD/training.

[   ]

Please be specific and brief.

When has your SU/SD offered or supported participation in professional development/training focused on literacy INTERVENTION (Tier 2/3) practices?

We are currently offering this PD/training

Please select one response.

If, within the last three years, your SU/SD has offered or supported participation in professional development or training focused on literacy INTERVENTION (Tier 2/3) practices, please identify the provider(s) and the focus of the PD/training.

Please be specific and brief.

Please use this space to share one or two additional professional development needs that would support your SU/SD in improving literacy outcomes for your learners.

Is there anything else your SU/SD would like to share about opportunities or needs to improve literacy outcomes in your SU/SD?