

Alaska Reads Act Webinar Series:

Weekly: January 12 – May 11, 2023

Alaska Department of Education and Early Development

Susan McKenzie, Director of Innovation and Education Excellence

February 2, 2023




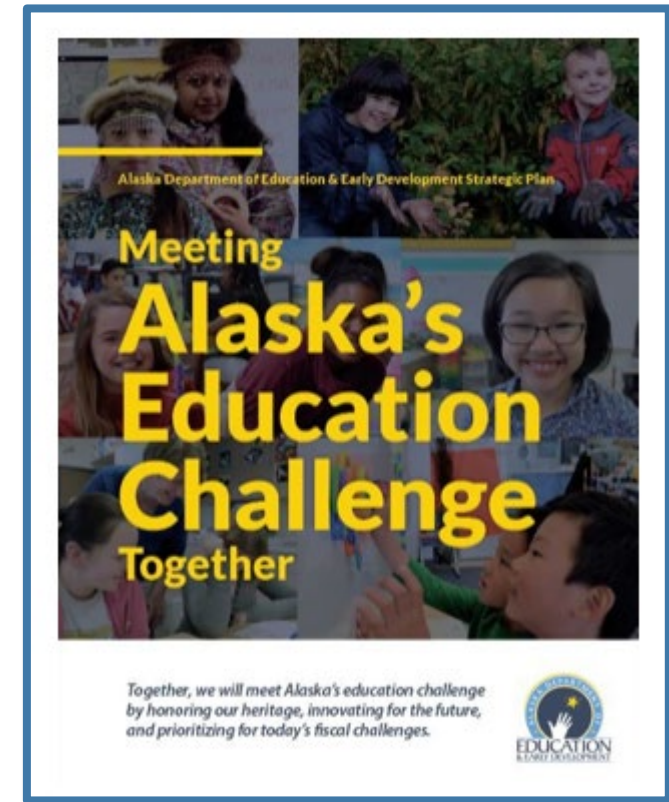
Mission, Vision, and Purpose

Mission	Vision	Purpose
<p>An excellent education for every student every day.</p>	<p>All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015</p>	<p>DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.</p>

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

- 
1. Support all students to read at grade level by the end of third grade.
 2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
 3. Close the achievement gap by ensuring equitable educational rigor and resources.
 4. Prepare, attract, and retain effective education professionals.
 5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

Agenda

- Details of Alaska Reads Act webinars
- Alaska Reads Act Overview
- District Reading Intervention Overview
- District Reading Intervention: Progression
- Questions





Details

Alaska Reads Act Webinar Schedule:

Weekly on Thursdays or Fridays from 3:15-4:15

Reads Act Focus:	Dates:	Leader and Presenter:
District Reading Intervention	January 12 to February 2	Susy McKenzie
Teacher Certification	February 9	Sondra Meredith
Department Reading Program	February 16 to March 2	Susy McKenzie
Early Learning	March 9 to March 23	Deb Riddle
Data Collections	March 30	John Jones
Virtual Education	April 6 to April 20	Kelly Manning
SOR Symposium Pre-Conference	April 28	Susy McKenzie
Office Hours	Feb. 10, March 10, April 7, May 4, May 11	ALL

Alaska Reads Act Timeline and Resources

TIMELINE

- Regulations
 - August 2022 – December 2022
- Preparation
 - September 2022 – March 2023
- State Board of Education regulation package
 - January 25, 2023
- Public Comment
 - February 2023 – March 2023
- Anticipated Adoption
 - April 2023

RESOURCES

<https://education.alaska.gov/akreads>:

- Webinar schedule and registration
- Recordings of webinars
- Slide decks
- Draft documents shared during webinars
- One-page supports
- FAQ



Communication

- Communicating during the Zoom webinar meetings:
 - Place questions in the Q & A area of Zoom
 - Comments are to be placed in the chat box
 - Communication will be through chat and Q & A in Zoom: microphones muted
 - Questions addressed as time permits
 - FAQ document
- Send questions to akreads@alaska.gov
- Request presentation for your district
- Reading Newsletter
- Alaska Reads Website (education.alaska.gov/akreads)
 - Weekly updates
- Planning in-person meetings around the state
- *THANK YOU to many who provided feedback*



*Please
remember...*

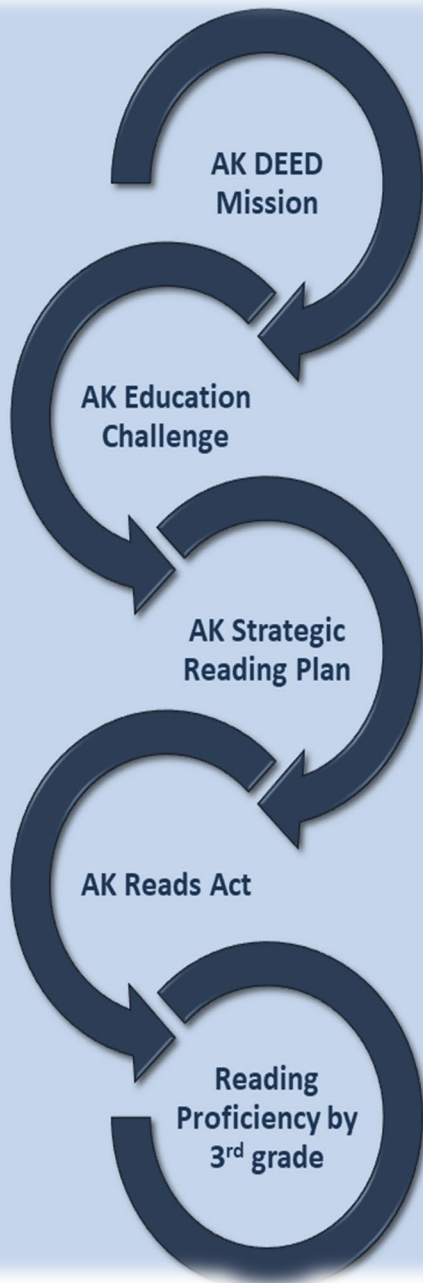
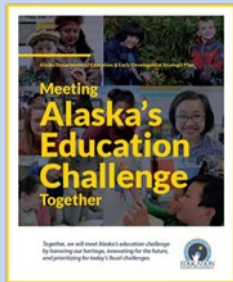
Regulations are in draft form. The final adopted regulations may result in some changes to what will be presented in each webinar. Thank for your patience as we work to balance processes with stakeholder communication.

DRAFT.



Alaska Reads Act Overview

Alignment



Alaska Reads Act Components



Alaska Reads
#akreads

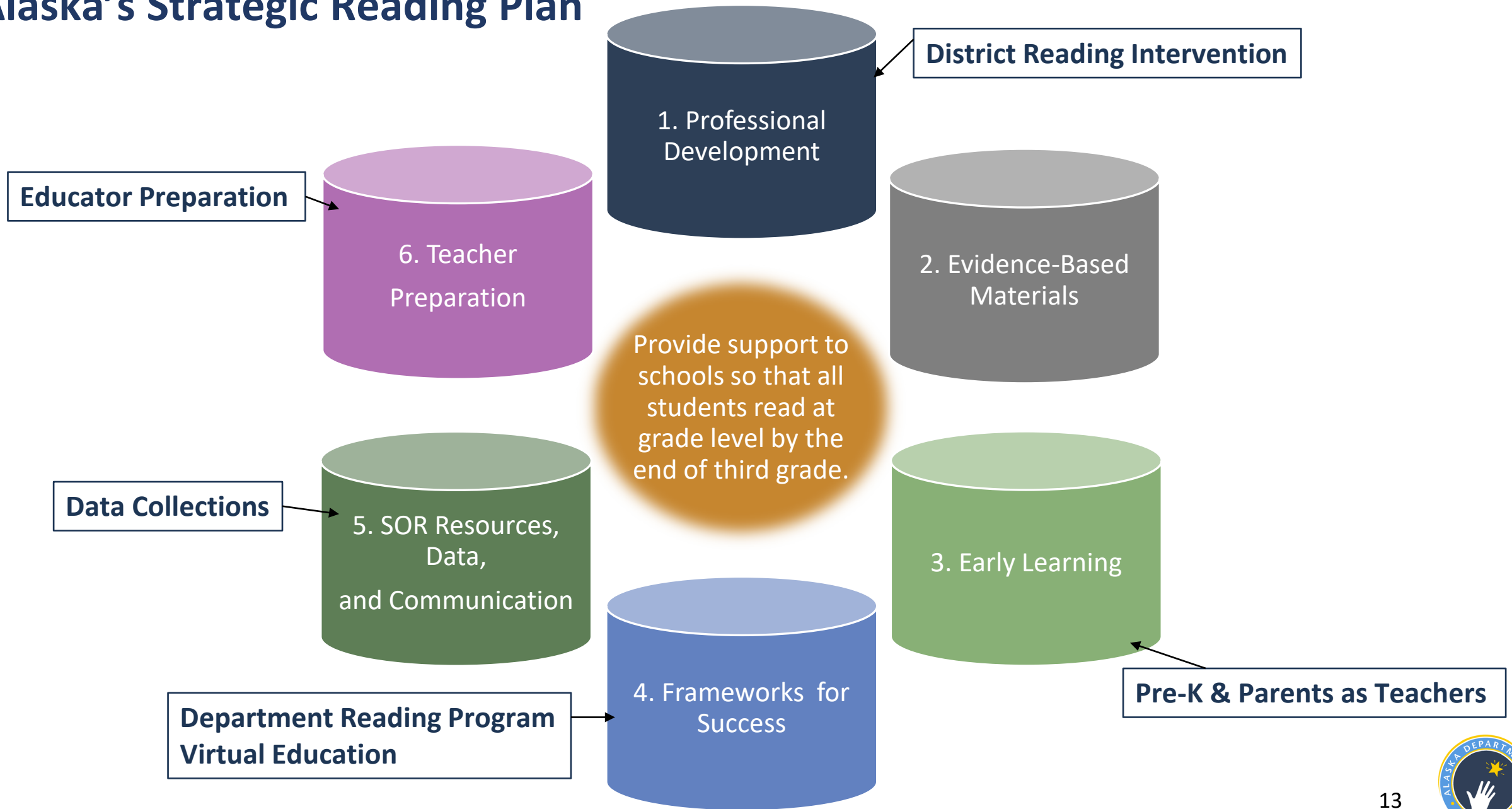
Reads Act Programmatic Elements:

- 1) District Reading Improvement
- 2) Department Reading Program
- 3) Pre-K and Parents as Teachers
- 4) Virtual Education

Other Components:

- 1) Educator preparation requirements
- 2) Reporting and data collections

Alaska's Strategic Reading Plan



District Reading Intervention:

-Overview

-Progression

Webinar 4 of 4 of District Reading Intervention

Presented by: Susan McKenzie, Director of IEE

February 2, 2023

District Reading Intervention: Overview



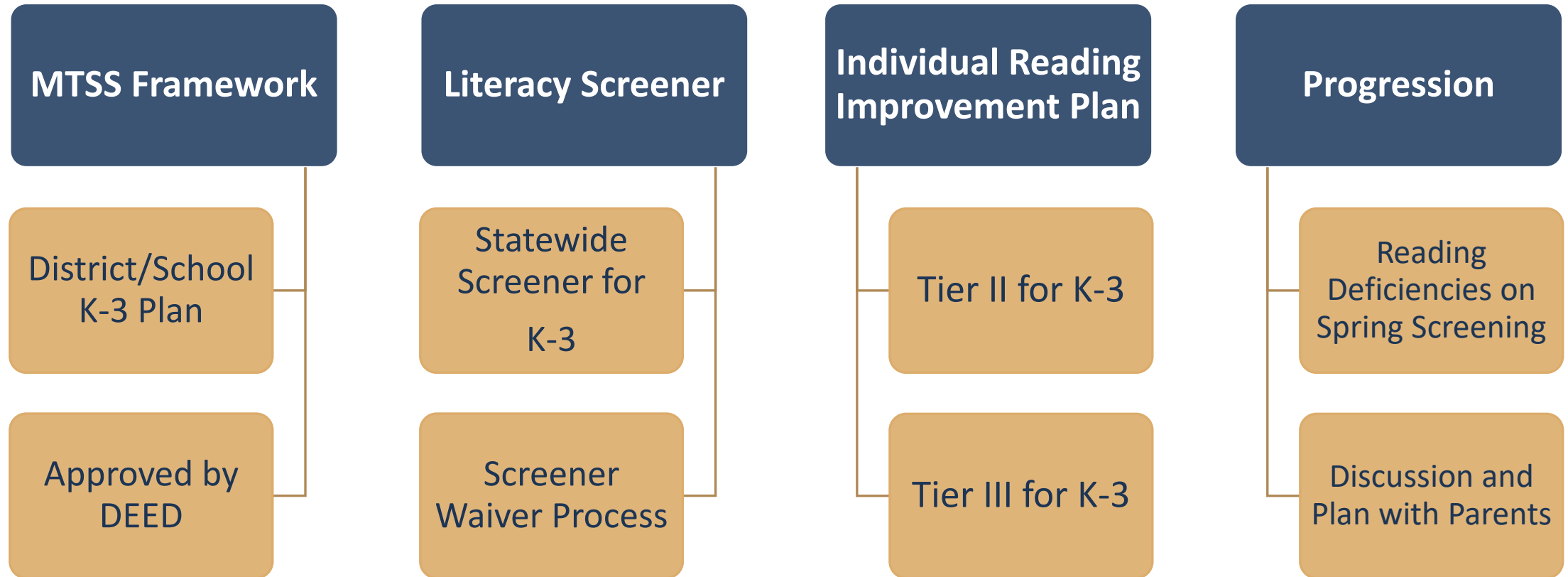
Alaska Reads
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House Bill 114

District Reading Intervention Language:

“Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three.”

District Reading Intervention Overview



District Reading Intervention

Progression

Alaska Reads Act: Grade Progression *Overview*



- Literacy screener data is used to initiate discussions regarding grade progression.
- Several communication requirements occur during the intervention process to inform and include parents or guardians.
- Parents or guardians have the ultimate decision regarding grade progression.
- The district has responsibilities associated with grade progression.

Alaska Reads Act: Understanding Grade Progression

House Bill 114: Section 14.30.765(d)



“If it is determined, based on a statewide screening administered in the spring, that a student in grades kindergarten through two has a reading deficiency, the student’s teacher and other pertinent district staff shall notify and attempt to meet with the student’s parent or guardian to explain that the student will not be able to maintain adequate academic progress at the next grade level.”

“Following that meeting, the parent or guardian shall determine whether the student will progress to the next grade.”



House Bill 114: Section 14.30.765(e)

“A student in grade three should demonstrate sufficient reading skills to progress to grade four. A student demonstrates sufficient reading skills to progress to grade four by:

- 1) scoring at grade level or higher on the statewide screening tool or on the statewide summative assessment;
 - **mCLASS or AK STAR English Language Arts assessment**
- 2) achieving an acceptable score on an alternate standardized reading screening as determined and approved by the department; or
 - **District or program screening tool approved through a literacy screener waiver**
- 3) demonstrating mastery of reading standards through a student reading portfolio based on criteria established by the department.”
 - **[Reading Portfolio.AKREADS.K3MTSS.pdf](#)**

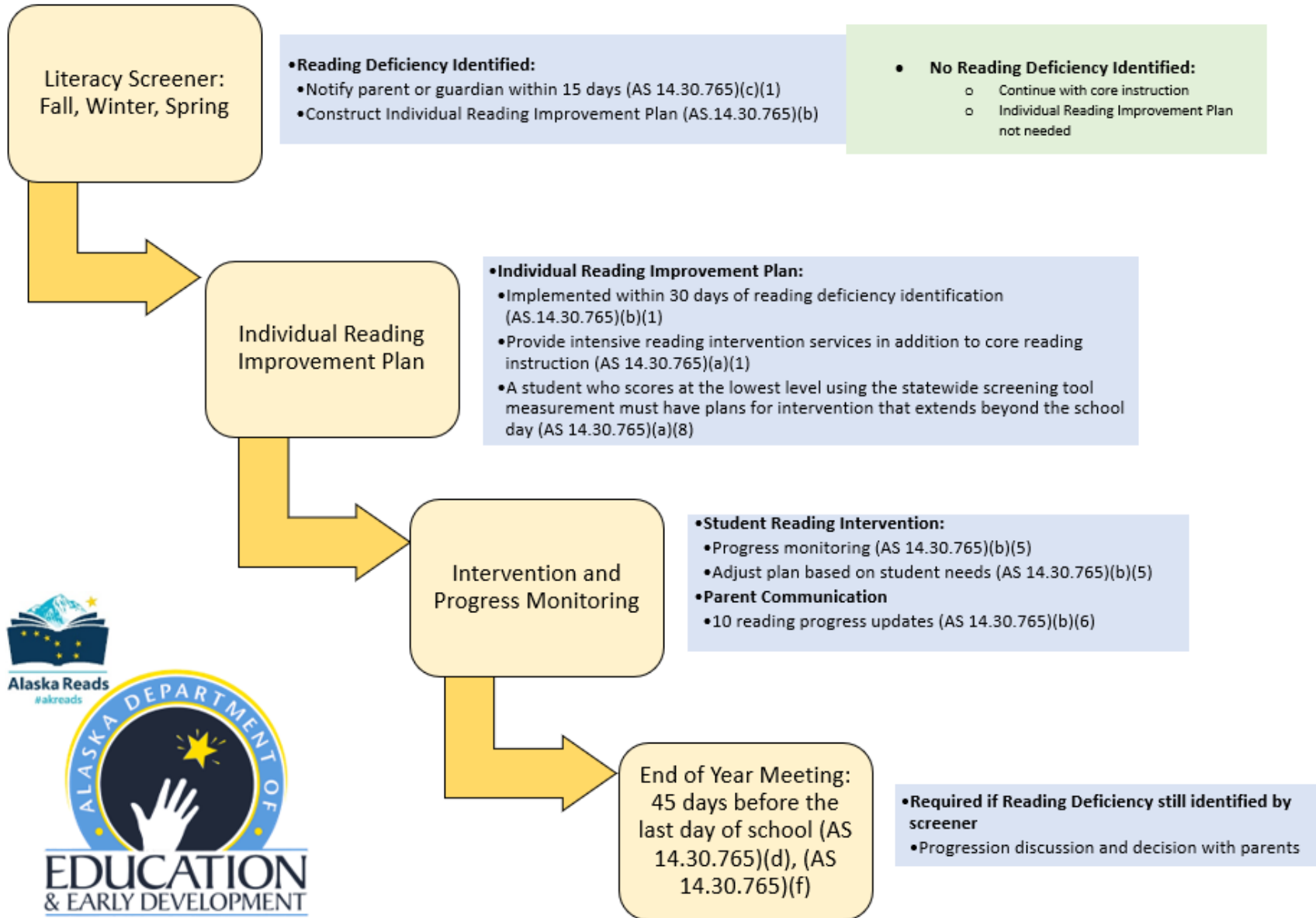


House Bill 114: Section 14.30.765(f)

“If it is determined, based on a statewide screening administered in the spring, that a student in grade three has a reading deficiency, and the student does not demonstrate sufficient reading skills to progress to grade four under (e) of this section, the student’s teacher and other pertinent district staff shall notify and attempt to meet with the student’s parent or guardian to explain that the student is not prepared to progress to grade four.

Following that meeting, the parent or guardian may decide that the student will not progress to grade four or decide to progress the student to grade four by signing a waiver developed by the department acknowledging that the student is not prepared and agreeing that the student will participate in an additional 20 hours of individual reading improvement plan intervention services during the summer before the student enters grade four.”

District Reading Intervention Flowchart



- K, 1, 2 progression determination:**
 - Literacy Screener
- Third grade progression determination:**
 - Literacy Screener
 - AK STAR assessment
 - Reading Portfolio





District Reading Intervention

Flowchart for Decision-Making Process: Grade Progression

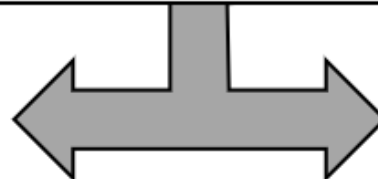
Students with identified reading deficiency

With Parent Participation

STUDENTS ENTERING 1ST, 2ND, AND 3RD GRADE

End of Year Meeting
45 days before last day of school
(AS 14.30.765)(d)(f)

Parent or guardian decides student **will** progress to 1st, 2nd, or 3rd grade

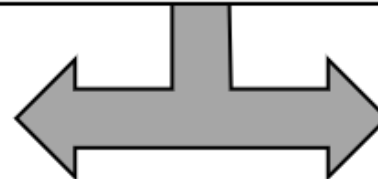


Parent or guardian decides student **will not** progress to 1st, 2nd, or 3rd grade

STUDENTS ENTERING 4TH GRADE

End of Year Meeting
45 days before last day of school
(AS 14.30.765)(d)(f)

Parent or guardian decides student **will** progress to 4th grade
Complete Waiver
20 hours individual summer reading instruction



Parent or guardian decides student **will not** progress to 4th grade

A student may delay progression to the next grade level only once unless the parent decides to delay progression more than once



What happens if a parent or guardian does not participate in grade progression discussions and decision-making?



District Reading Intervention

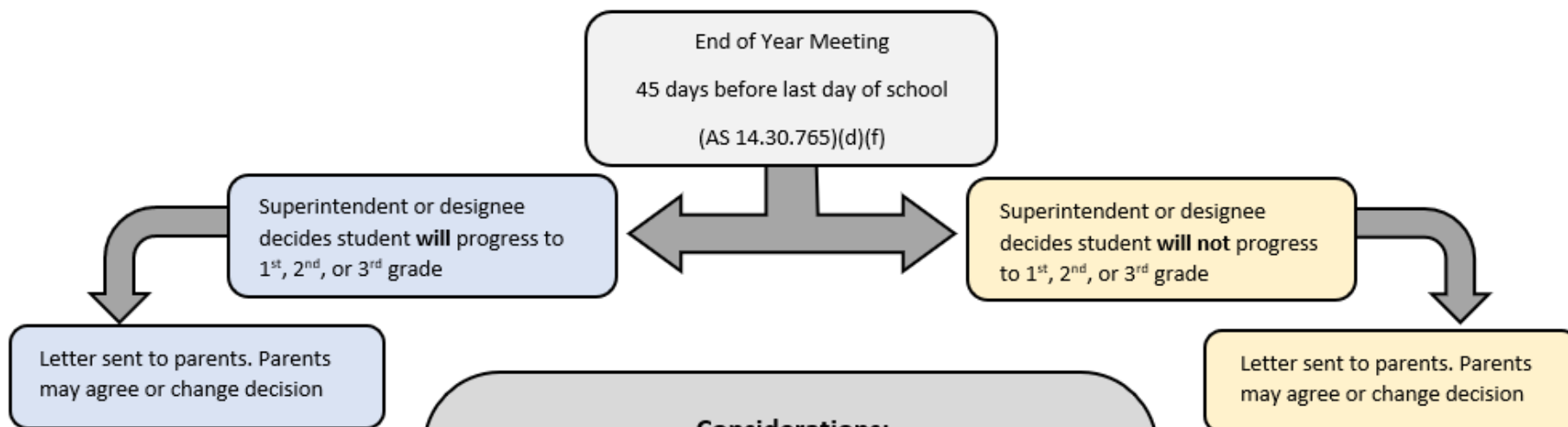
Flowchart for Decision-Making Process: Grade Progression

Students with identified reading deficiency

Without Parent Participation



STUDENTS ENTERING 1ST, 2ND, AND 3RD GRADE



Considerations:

- Has the student received intensive reading intervention services for two or more years and continues to demonstrate a deficiency in reading?
- Is the student's primary language a language other than English?
- Does the student have an identified disability with an individual education plan?

A student may delay progression to the next grade level only once unless the parent decides to delay progression more than once



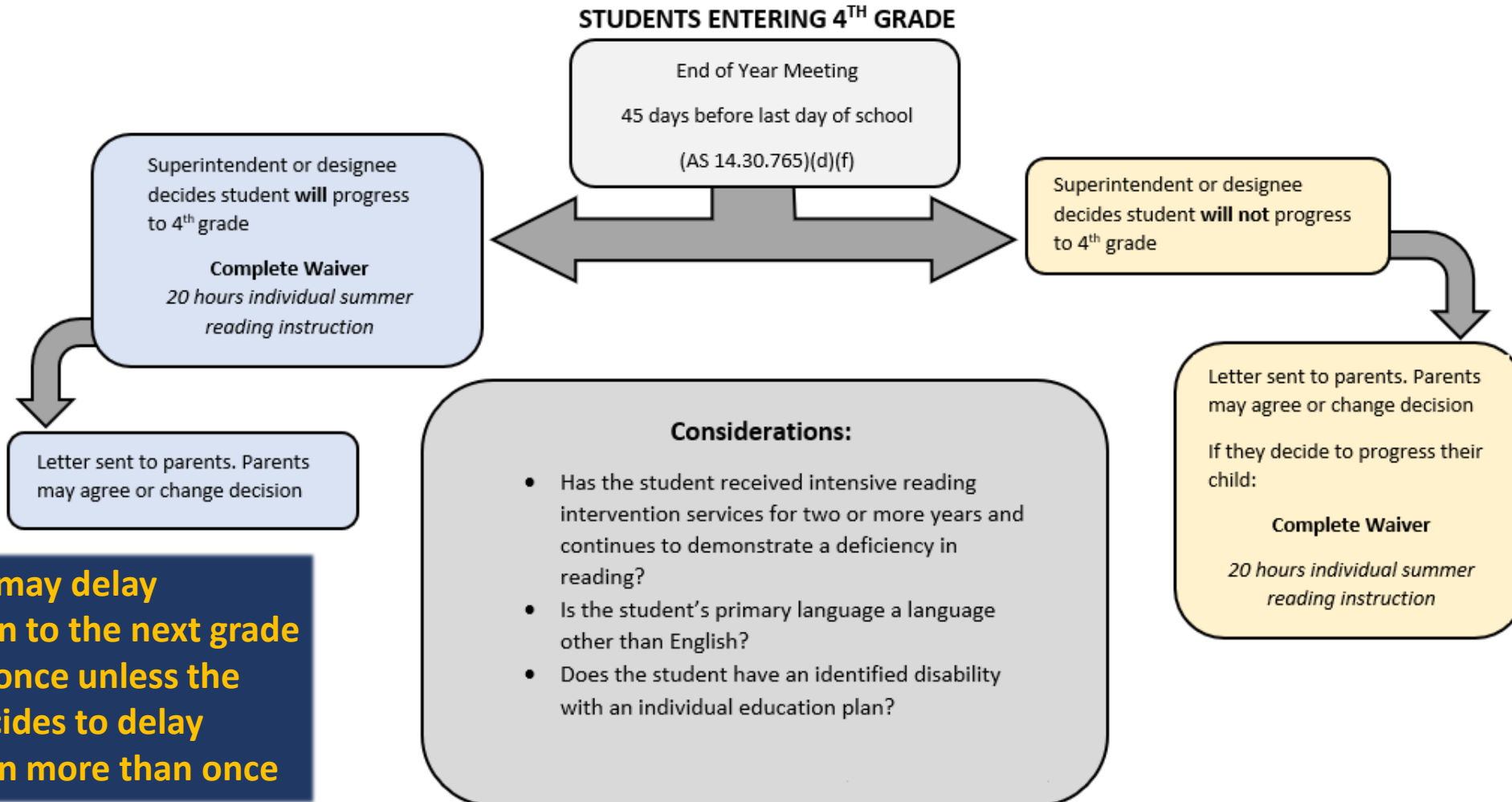


District Reading Intervention Flowchart for Decision-Making Process: Grade Progression



Students with identified reading deficiency

Without Parent Participation



A student may delay progression to the next grade level only once unless the parent decides to delay progression more than once




Alaska Reads Act: Progression Communication

Alaska Reads Act: Progression Communication and Documentation

1) Letter to parents following screening:

[Parent Notification of Deficiency Letter.AKREADS.K3MTSS.pdf](#)

Progression is addressed in #6 after deficiency is identified.




AK Reads: District Reading Intervention: Parent Notification of Reading Deficiency

Dear Parent or Guardian:

Kindergarten through third grade is the critical window to developing strong reading skills to be successful in school. The district recently screened the reading skills of all elementary students. This letter serves as a notification that an Individual Reading Plan would benefit your child.

Based on [] Fall, [] Winter, and/or [] Spring screening results, your child [] scored at a deficient level in reading. Developing an Individual Reading Improvement Plan for your child is the next step. After the plan is developed and implemented, we will provide monthly updates on your child's progress toward grade-level reading.

In this meeting, we will discuss these areas to support your child's reading:

1. A description of the current reading instruction your child is receiving.
2. The education team will communicate the proposed intervention plan and the additional instructional support which will be provided to your student under the individual reading plan.
3. The progress report dates with updates on your child's reading information.
4. Strategies to support your child's reading instruction at home.
5. Explanation of the individual reading plan process and deadlines required for waivers.
6. Grade progression if your child continues to show a deficiency in reading on the spring literacy screener.
7. Discussion of the flowchart on the following page regarding reading progress and grade progression.

We would like to meet with you on [] at [] to develop your child's Individual Reading Improvement Plan. If this does not work with your schedule, please contact the school to reschedule at [Phone] [] .

Sincerely,

[Name] [] [Position] []

[School] [] [District] []

Alaska Reads Act: Progression Communication and Documentation

Student Individualized Reading Plan (IRP) Template

School:

District:

Address:

Phone Number:

Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three. Complete the following:

Student Name:	Grade:	School Year:
Student ID:	Classroom Teacher:	Parents/Guardians:
Date of Identified Reading Deficiency: <i>(Using the approved literacy screener)</i>	Date Parent/Guardian was Notified of Deficiency: <i>(Notified within 15 days of identification)</i> <input type="checkbox"/> Written Notification <input type="checkbox"/> Oral Notification	Date Plan was Implemented: <i>(Implemented within 30 days of identification)</i>

2) Communication occurs through the Individual Reading Improvement Plan during the school year:

[Individual Reading Improvement Plan \(IRIP\).AKREADS.K3MTSS.pdf](#)

- Date of deficiency
- Progress Monitoring
- Summer Reading

Alaska Reads Act: Progression Communication and Documentation



The Alaska Reads Act



AK Reads: District Reading Intervention: Waiver Request for Non-Progression 3rd Grade

Student Name

DOB

I understand my child is not reading with third grade proficiency. The school district recommends my child stay in the same grade next year.

I request that my child move to 4th grade even though they do not read at grade-level.

I understand that in Grade 3, my child is required to complete at least 20 hours of summer reading intervention provided by the school district.

The school district explained my child's scores and work showing their educational needs. I understand this waiver will allow my child to progress to 4th grade after completion of 20 hours of summer reading intervention. I understand the district will continue to offer specialized programs and instruction to help my child's continued progress toward reading proficiency at grade level.

If my child has a current Individualized Education Program (IEP) for special education services, they will continue to receive these services unless I revoke my consent, separate from this waiver request.

I agree to continue to collaborate with the school district in providing reading instruction through district programs available to my child.

Parent or Guardian Signature

Date Signed

DEED requires the school district to retain a copy of this document in the student's permanent record.

3) If the parent determines the student will progress to fourth grade, a waiver must document the decision:
[3rd Grade Waiver Request.AKREADS.K3MTSS.pdf](#)



Alaska Reads Act: Results of Progression Decisions

Decision: Student Progression to the Next Grade

Progression into Grades 1, 2, 3

- Continue providing intensive intervention as determined through assessment and the Individual Reading Improvement Plan, adjusting as data indicates the need

Progression into Grade 4

- Waiver is completed in the time frame indicated by the district
- 20 hours of documented intervention occurs during the summer months
- Continue providing intensive intervention as determined through assessment and the Individual Reading Improvement Plan, adjusting as data indicates the need



Decision:

Student Non-Progression to the Next Grade

Review individual reading improvement plan

Provide intensive reading intervention

Provide additional services:

- 1) Transitional instructional setting
- 2) Supplemental tutoring
- 3) Increased time for reading instruction

Develop a home reading plan and/or training in agreement with and for parent or guardian

Develop a mid-year progression plan for students who do not progress to grades 1, 2, or 3 (upon parent or guardian request)

Alaska Reads Act: Grade Progression *Review*



- Literacy screener data is used to initiate discussions regarding grade progression.
- Several communication requirements occur during the intervention process to inform and include parents or guardians.
- Parents or guardians have the ultimate decision regarding grade progression.
- The district has responsibilities associated to grade progression.



Questions:

Send questions to akreads@alaska.gov

February 9, 2023:

Reads Act: Teacher Certification- Educator Requirements

February 10, 2023:

Reads Act: Office Hours

WEBINAR REGISTRATION ON [HTTPS://EDUCATION.ALASKA.GOV/AKREADS](https://education.alaska.gov/akreads)

TIME: 3:15-4:15

District Reading Intervention Committee

akreads@alaska.gov



Susy McKenzie
IEE Director/Chair



Deb Riddle
Division Operations
Manager



Jenn Miller
Academic Support Team



Kristi Graber
ELA Content Specialist



Tracy Parker
Reading Specialist



Brittney Bailey
Admin: SRS Team



Kristen Spencer
Early Learning Specialist

Contact Information

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Stay Connected



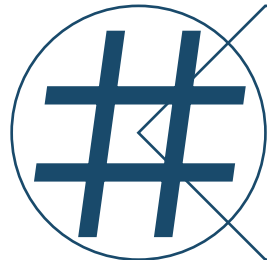
Website

- education.alaska.gov



Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



Social Media

- @AlaskaDEED