

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

January 12, 2023




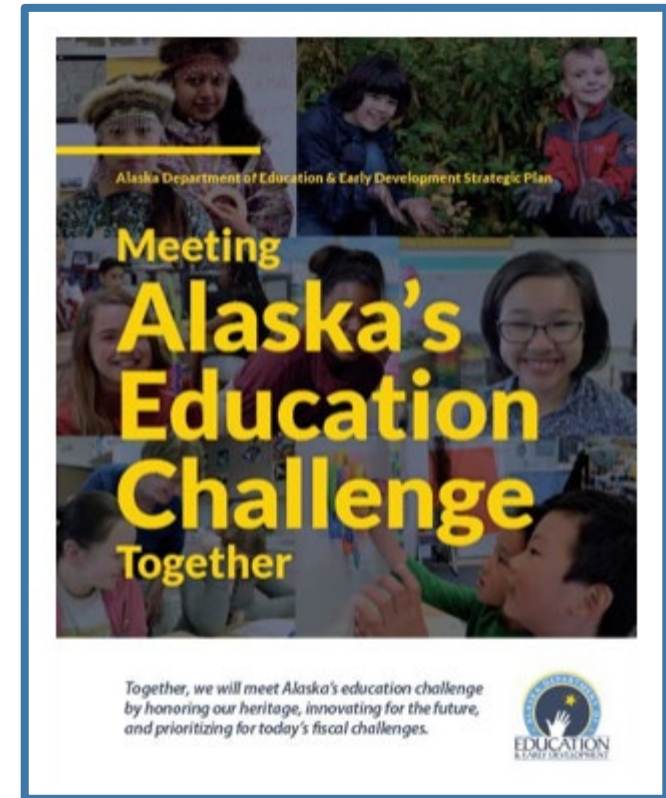
Mission, Vision, and Purpose

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.</p> <p>- 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
- AK DEED Literacy Screener information
- Literacy Screener Waiver Information
- Questions



Alaska Reads
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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

- Use the chat for questions.
 - 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...*

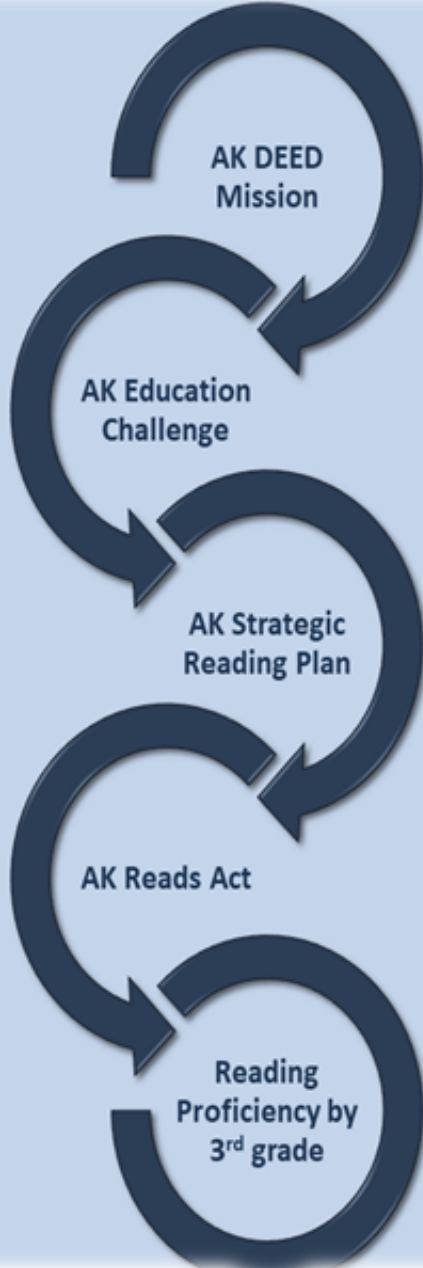
Regulations are in draft form. The final adopted regulations may result in some changes to what will be presented in each webinar. Thanks for your patience as we work to balance processes with stakeholder communication.

DRAFT.



Alaska Reads Act Overview

Alignment



Alaska Reads Act Components



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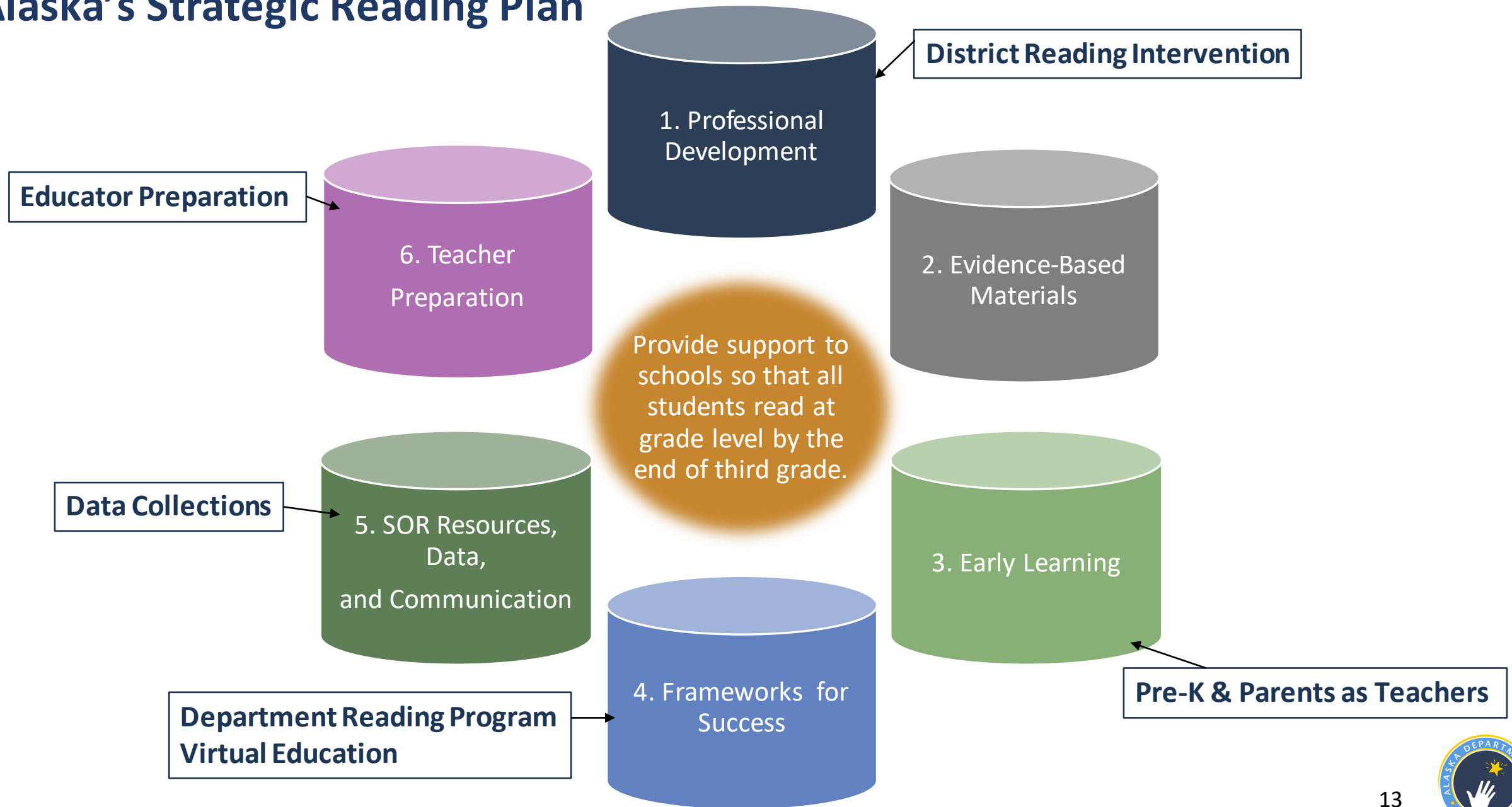
Reads Act Programmatic Elements:

- 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

-Literacy Screener

Webinar 1 of 4 of District Reading Intervention

Presented by: Susan McKenzie, Director of IEE

January 12, 2023

District Reading Intervention: Overview



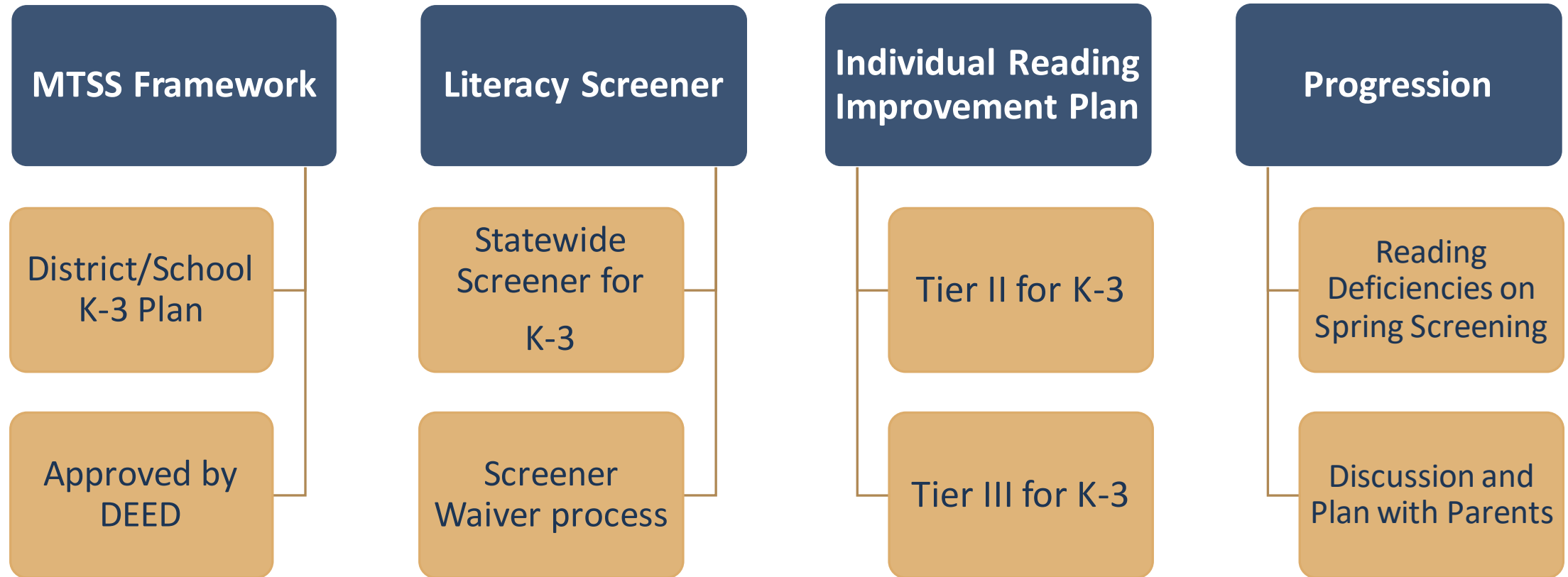
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House Bill 114

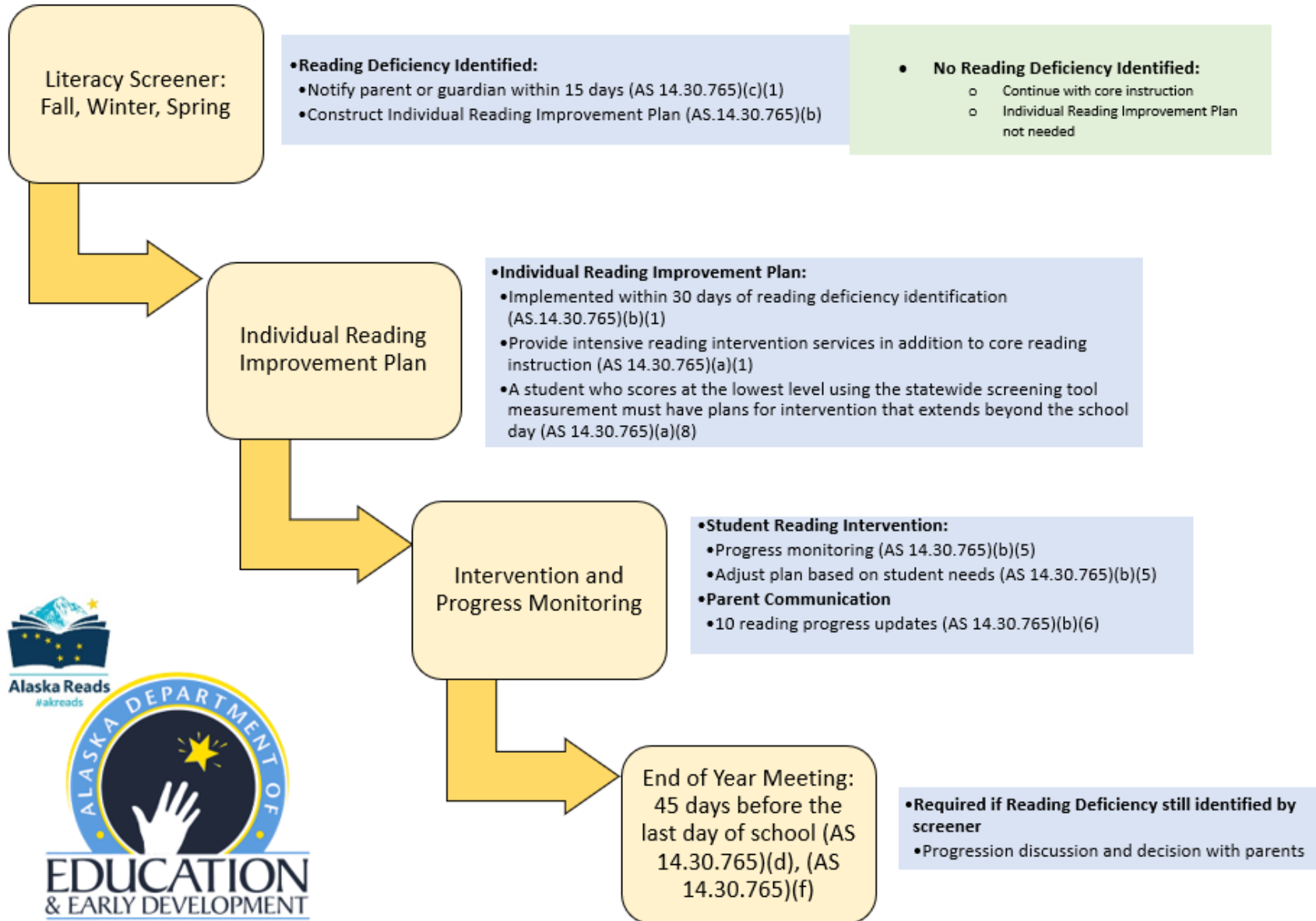
District Reading Intervention Language:

“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 Flowchart



District Reading Intervention

Literacy Screener

House Bill 114

To implement the district reading intervention services established under AS 14.30.765, the department shall:

(1) adopt a statewide screening tool to administer to students in grades kindergarten through three to identify students with reading deficiencies, including students with characteristics of dyslexia; the screening tool must evaluate

- (A) phonemic awareness, letter naming fluency, letter sound fluency, and letter word sound fluency of students in kindergarten;
- (B) letter word sound fluency and oral reading fluency of students in grade one;
- (C) vocabulary and oral reading fluency of students in grades two and three;

(2) support teachers of grades kindergarten through three by

- (A) administering the statewide screening tool three times each school year, once in the fall, once in the winter, and once in the spring, to all students in grades kindergarten through three, with the exception of students who demonstrate sufficient reading skills on the first screening of the school year;
- (B) providing methods to monitor student progress;

House Bill 114

Reads Act:

Additional Literacy Screener Considerations

In adopting a statewide screening tool, the Department shall consider:

- Culturally responsive screener
- Time to administer- minimize effects on instructional time
- Time to report screening results
- Connecting screening with instruction and support
- Provide training related to using screening results and evidence-based reading intervention

State-adopted Literacy Screener:

Amplify.
mCLASS® with DIBELS® 8th Edition

- **Evidence-based**
- **Aligned to Reads Act requirements**
 - Screens required skills
 - Respectful of instructional time
 - Progress monitoring aligned to skill deficit
 - Dyslexia screener
 - Connects results to instruction



AND...

- **Addresses teacher turnover**
 - Annual training
 - Train the Trainer model
 - DEED Reading Specialist support
 - Collaboration with other districts
- **Flexibility with virtual and face-to-face options**
- **mCLASS can provide Reads Act required progress reports**
- **Provides home connections**
- **Supports the classroom teacher with flexible groups based on results**
 - Offers lessons for skill deficits
- **Free for district use**

Literacy Screener Components

Measure	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-5
Letter Naming Fluency	✓	✓			
Phonemic Segmentation Fluency	✓	✓			
Nonsense Word Fluency	✓	✓	✓	✓	
Word Reading Fluency	✓	✓	✓	✓	
Oral Reading Fluency		✓	✓	✓	✓
Maze (Basic Comprehension) **			✓	✓	✓
mCLASS Vocabulary **			✓	✓	

** Maze and vocabulary are administered online to the whole class at once



Measuring Proficiency and Progress



Benchmark

- Three times per year
- All students
- 5-7 minutes per student



Progress Monitoring

- Every 2-4 weeks
- Only students below proficiency
- 1-2 minutes per student

mCLASS Home Connect letters

mCLASS Home Connect
1st Grade, Beginning of Year Assessment

ALLYSON TAYLOR

Barneel District Owen Elementary
Last assessment: September 13, 2019
Next assessment: December 2, 2019

ALLYSON TAYLOR

1st Grade, Beginning of Year

Why is ALLYSON being assessed?

The teachers and administrators at our school want ALLYSON to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates ALLYSON's performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?

ALLYSON has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

339

DIBELS Composite Score
Has Met Goal

Performance Level Key



Letter Names

Naming letters from print, measured by DIBELS Letter Naming Fluency. Can your child...

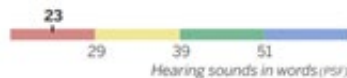
...name both uppercase and lowercase letters?



Phonemic Awareness

Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency. Can your child...

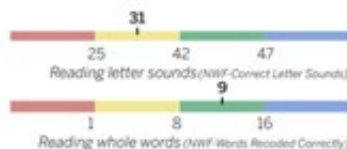
...identify the first, middle and last sound in sun? (sss...uh...nnn)



Phonics

Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...

...sound out simple words like van? (vvv...aah...nnn)
...easily read a list of two- and three-letter words?
...easily read more complicated words over time?



Accurate and Fluent Reading

Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...

...recognize familiar words without sounding them out?
...recognize common words such as: "there, one, color?"



Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child...

...read stories quickly and easily?
...read aloud smoothly and accurately?
...read words and sentences in short stories easily?



Activities for ALLYSON

Even if you have just a few minutes each day, you may be surprised by how much you can help ALLYSON learn to read. Here are some activities we recommend based on ALLYSON's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match ALLYSON's interests or to fit your schedule.

Where ALLYSON needs support



Phonemic Awareness

Hearing and using the smallest units of sound in spoken words

Find Specific Sounds

Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the s sound or that end with the k sound. Have your family members share their heard words and list them on a piece of paper.

Break the Words Apart

Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce mom as follows: mm-o-mm. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say sh-ee-p and your child says sheep.

Shopping for Sounds

As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say b-a-g. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say m-i-lk and your child says milk; you say c-a-n and your child says can.

We are working hard to ensure that ALLYSON development is on target for success, and we thank you for your efforts at home. Together, we will help ALLYSON become a successful reader.

For more activities, visit our Home Connect site: <https://www.mclass.ampify.com/homeconnect>

Reports

mCLASS® & mCLASS Español

Reporting Guide

DIBELS® 8th Edition and mCLASS Lectura



Performance History

Teachers can review a timeline of each student's mCLASS results from Kindergarten through Grade 5. These results can be used for RTI/MTSS (Response to Intervention/Multi-Tiered System of Supports), IEP (Individualized Education Plan), parent meetings, and other documentation needs.



Skill names span across the grades in which the corresponding subject is assessed.

Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results for the Dyslexia Screening Measures (Vocabulary, Spelling, Rapid Automated Naming). A risk indicator icon (D) marks which students are at risk.

Grade 1	Composite	LNF	SP	VP	RAF	RAF	RAF	RAF	RAF	RAF	RAF	RAF
Last Name, First Name	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score
Adams, Emma	300	40	20	20	20	20	20	20	20	20	20	20
Banks, Priya	300	40	20	20	20	20	20	20	20	20	20	20
Lee, Ian	300	40	20	20	20	20	20	20	20	20	20	20
Smith, Alex	300	40	20	20	20	20	20	20	20	20	20	20
Thompson, James	300	40	20	20	20	20	20	20	20	20	20	20
White, Clara	300	40	20	20	20	20	20	20	20	20	20	20

Educators can use the additional information collected from these measures to develop and implement targeted interventions for students at risk.

Reporting and Analysis Suite

The Reporting and Analysis Suite presents different views of assessment results to help support school leaders in their day-to-day decisions regarding intervention, instruction, and resource allocation.



School leaders can use the My Reports feature to create a custom dashboard and save reports for future reference, or view reports sent by colleagues.

Reporting and Analysis Suite: Comparing Measures

The Comparing Measures report analyzes how one group of students performed on multiple assessment measures across one or more time periods. Instructional leaders can see the number or percentage of students who achieved a specific performance level or goal on each measure.



Clicking any bar segment shows the students who comprise that benchmark performance level.

Growth Outcomes

Teachers and interventionists can see each student's actual growth achieved and how it compares to the goal that was set for the student.



Even if students did not meet the goal, teachers can offer positive reinforcement about the growth they made by comparing the number of points needed to reach the goal with the number of points students actually achieved.

Performance Indicators Used

Well Below Benchmark	AT RISK >20% chance of not achieving at/above 20th percentile	Intensive Support <i>At risk for reading difficulties including dyslexia</i>
Below Benchmark	SOME RISK >20% chance of not achieving at/above 40th percentile	Strategic Support
Benchmark	MINIMAL RISK <20% chance of not achieving at/above 40th percentile	Core Support
Above Benchmark	NEGLIGIBLE RISK <10% chance of not achieving at/above 40th percentile	Core Support

Alaska Training Sessions for mClass

Session Details	Audience
Launch: Initial Training 2 half days remote (6 hours total)	Teachers
Launch: Initial Training: Train the Trainer 2 half days remote (6 hours total)	Coaches, Testing Coordinators District Designees
Strengthen: Understanding your school or district data Administrators and Instructional Leaders Half Day Remote Webinar (3 hours)	Administrators
Asynchronous Self-Paced Online Training (6 hour)	Teachers (ongoing resource available)

District & School Key Contacts



- Manage the integration and technology
- Distribute materials
- Plan professional development
- Distribute communication
 - Program updates
 - Professional development opportunities
 - Newsletters

Additional Support for Districts

- Strengthening professional development sessions
- Ongoing webinars
- Amplify office hours
- Website with support resources
- Amplify dedicated team for Alaska
- Amplify live chat and pedagogical helpdesk



Literacy Screener Waiver

The Process



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Language:

Literacy Screener Waiver



“...Establish a process that allows the Commissioner to waive, upon request, use of the statewide screening tool required under this subsection by a school district if the school district has adopted an evidence-based reading screening tool and the screening tool is approved by the department;

The screening tool must evaluate:

- (A) Phonemic awareness, letter naming fluency, letter sound fluency of student in kindergarten;
- (B) Letter word sound fluency and oral reading fluency of students in grade one;
- (C) Vocabulary and oral reading fluency of students in grades two and three;”

Must include a dyslexia screener and be culturally responsive.

District Reading Intervention: Waiver

<https://app.smartsheet.com/b/form/b314b64245ea494cbb8d6171667be6bc>

District Screening Tool Decision:

mCLASS State Screener *or* Complete Waiver for Approval

THE SAME SCREENING TOOL MUST BE USED DISTRICT-WIDE EXCEPT FOR WORLD AND NATIVE LANGUAGE PROGRAMS.



Questions:

Send questions to akreads@alaska.gov

January 13, 2023:

Literacy Screener for World and Native Language Programs

January 19, 2023:

District Reading Intervention- K-3 MTSS Plan

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



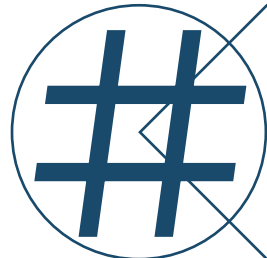
Website

- education.alaska.gov



Phone

- Main Line: (907) 465-2800
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Social Media

- @AlaskaDEED