Alaska Reads Act Webinar Series:
Weekly: January 12 – May 11, 2023

Alaska Department of Education and Early Development

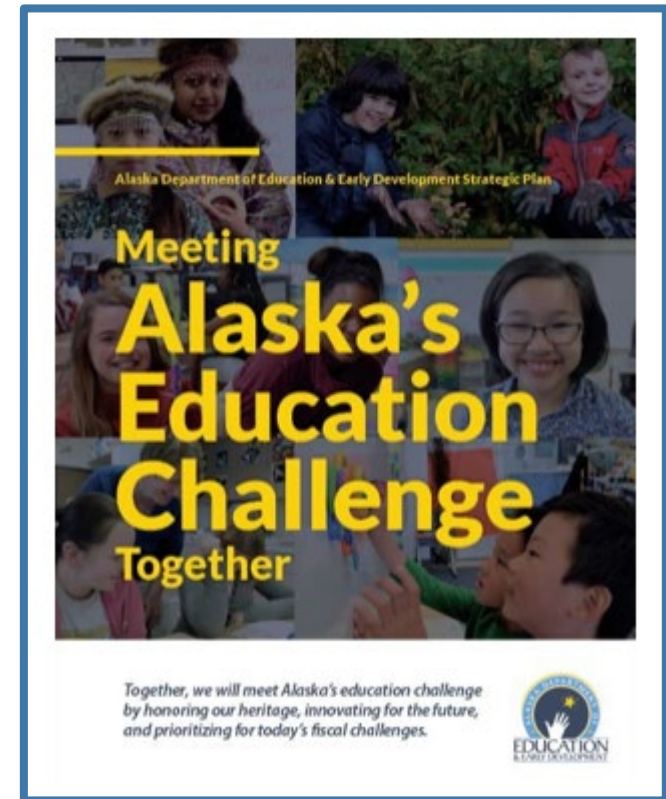Susan McKenzie, Director of Innovation and Education Excellence

May 4, 2023

ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

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Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	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	DEED exists to provide **information**, **resources**, and **leadership** to support an excellent education for every student every day.

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.

Alaska Department of Education & Early Development Strategic Plan

Meeting Alaska's Education Challenge Together

Together, we will meet Alaska's education challenge by honoring our heritage, innovating for the future, and prioritizing for today's fiscal challenges.

education.alaska.gov/akedchallenge

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Agenda

- Details of Alaska Reads Act webinar schedule updates

- Alaska Reads Act overview

- District Reading Intervention: K-3 MTSS Plan

- District Reading Intervention: Feedback and Trajectory

- Literacy Screener for world and Native Language programs

- Questions

Webinar Details

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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~~ April 13	Kelly Manning
District Reading Intervention	April 20th	Susy McKenzie
SOR Symposium Pre-Conference	April 28	Susy McKenzie
District Reading Intervention for World and Native Language Programs	May 4th	Susy McKenzie
Use of Federal Funds to Support Reading	May 11	ALL

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EDUCATION & EARLY DEVELOPMENT

Communication

- Communicating during the Zoom webinar meetings:
  - Place <u>questions</u> in the Q & A area of Zoom
  - <u>Comments</u> are to be placed in the chat box
- 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

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Alaska Reads Act Overview

Alaska Reads Act:

Programs:

1) Early Education & Parents as Teachers (VOLUNTARY)

2) Department Reading Program (VOLUNTARY)

3) Virtual Education (VOLUNTARY)

4) District Reading Improvement (REQUIRED)

Other Requirements:

1) Reporting/Data Collections

2) Educator Preparation

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District Reading Intervention:
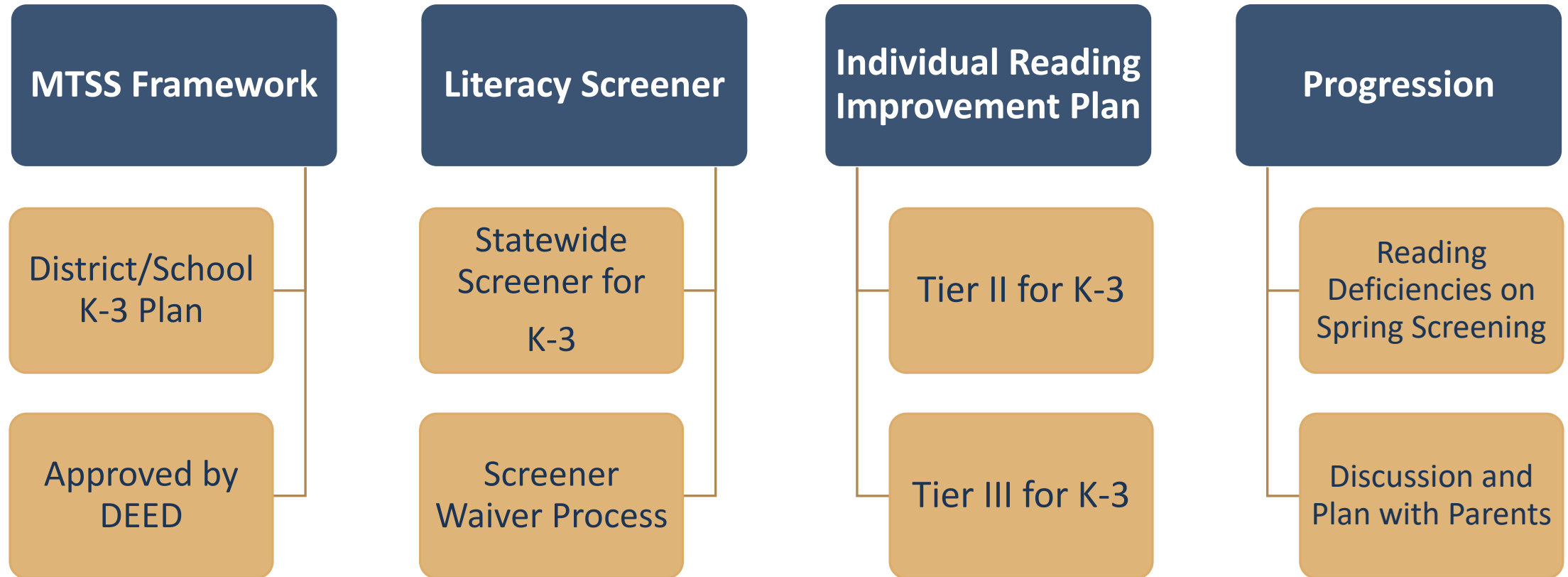## -K-3 MTSS Plan Submission
-K-3 MTSS Plan Feedback

District Reading Intervention: Revisiting Processes and Feedback

Presented by: Susan McKenzie, Director of IEE

May 4, 2023
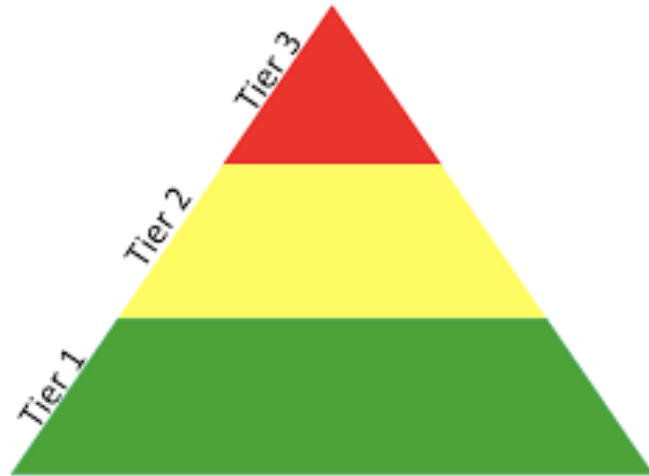
District Reading Intervention Overview

MTSS Framework

- District/School K-3 Plan
- Approved by DEED

Literacy Screener

- Statewide Screener for K-3
- Screener Waiver Process

Individual Reading Improvement Plan

- Tier II for K-3
- Tier III for K-3

Progression

- Reading Deficiencies on Spring Screening
- Discussion and Plan with Parents

District Reading Intervention
K-3 MTSS Plan

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K-3 MTSS Plan: Planning Tool

[Reads Act. K-3 MTSS Planning Template form.docx](#)

Alaska Reads Act K-3 MTSS Planning Tool

This tool is to be used for planning only. It will not be turned into AK DEED. Information from it will be transferred to the K-3 MTSS Reading Plan. The K-3 MTSS Reading Plan will be submitted by September 1st each year.

Component	Tier I Universal Instruction	Tier II: Targeted Instruction	Tier III: Intensive Instruction
Curriculum/Program	Core Curriculum:	Intervention Programs:	Intervention Programs:
Learner	ALL Students	Students identified with a reading deficiency on the screening tool.	Students with reading deficiencies identified by the screening tool that is persistent, even with intervention from Tier II.
Frequency	5 days per week	Days per week:	Days per week:
Time	Minutes per day:	Minutes per day:	Minutes per day:
Group Size	Whole class	Small group maximum size:	Small group maximum size:
Assessments used	Screener and Progress Monitoring tool: How often students are screened using the screening tool: Diagnostic Reading Assessment(s) used:		
Progress Monitoring:	Not needed at Tier 1	How Often:	How often:
Home Support for Early Literacy			

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Framework for the K-3 MTSS Plan:

Best Practices

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	Tier I: Universal Instruction	Tier II: Targeted Instruction	Tier III: Intensive Instruction
Program (intervention too)	Evidence-based core program implemented with fidelity	Evidence-based, supplemental, short-term interventions implemented with fidelity	Evidence-based, focused intervention implemented with fidelity
Learner	*ALL* students	Students identified with reading deficiencies on screening tool. Individual Reading Improvement Plan is implemented	Students with reading deficiencies, despite Tier I and II efforts
Time	From 90-120 minutes per day	From 30-45 additional minutes per day, three-to-five times per week	From 45-60 additional minutes per day
Grouping	Whole class plus differentiated instruction	Small group intervention (4-8 students)	One-on-one or small group (2-4 students) intervention
Teacher	Classroom teacher	Reading teacher or paraprofessional under the supervision of a reading teacher	Reading teacher
Assessment	Screening three times per year for all students; regular progress monitoring for students with deficiencies	Progress monitoring monthly and/or diagnostic assessment in reading as needed	Progress monitoring weekly or bi-weekly; diagnostic assessment as needed
Support for Early Literacy at Home	District-provided resources and/or parent training support early literacy at home	District-provided resources and/or parent training support early literacy at home	District-provided resources and/or parent training support early literacy at home
Professional Development	Ongoing training and support aligned with the core reading program, assessment and data-based decision making.	Ongoing training and support aligned with core and intervention programs, assessment and data-based decision making	Ongoing training and support with intervention program, assessment and data-based decision making

Alaska Reads Act: DRAFT K-3 MTSS Plan

K-3 MTSS Plan Submission
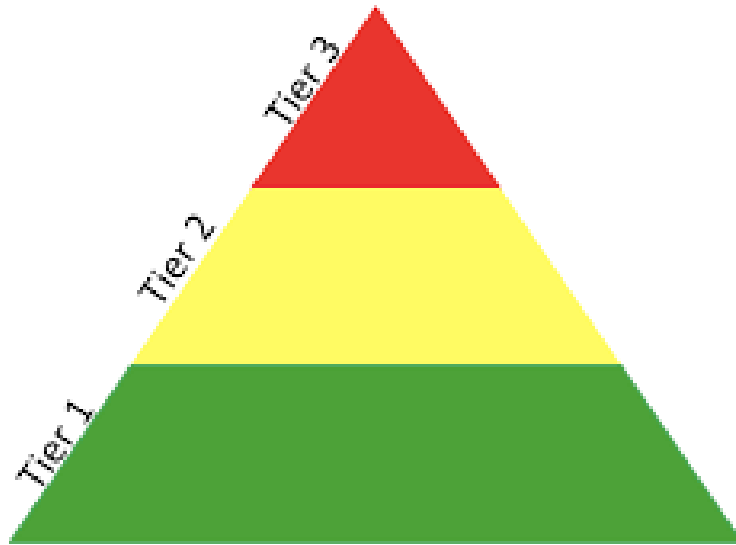
- All schools receiving state funding that serve K-3 will submit a plan

- Due September 1st each year to AK DEED

- Submitted by the district
  - One plan submitted unless schools have varying plans

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K-3 MTSS District Reading Intervention Plan Rubric

		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction					
	a.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the **five components of reading and oral language**. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure **all grade-level content standards**.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the **five components of reading and oral language**. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and designed to teach most **grade-level content standards**.	The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of **grade-level content standards, supplementation is required.**	The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the **grade-level content standards, supplementation is required.**
	b.	All grades have sufficient time for reading instruction and reading time is protected.	Instructional time for reading may be adequate and is generally protected.	Instructional time for reading is not always protected and may be insufficient.	Instructional time for reading is not protected nor sufficient.
	c.	Additional time is provided for multi-tiered system of support based on assessed need at all grade levels	Additional time is provided for multi-tiered support based on assessed need in most grade levels	Some additional time is provided for multi-tiered support without regard to assessed need at some grade levels.	No evidence of a multitiered system of support exists.
Tier II: Targeted Intervention					

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	a.	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
	b.	The Tier 2 *Intervention Programs* provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	c.	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in K-3 MTSS Plan.
Tier III: Intensive Intervention					
	a.	The Tier 3 *Intervention Programs* provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available

	b.	Tier 3 interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	Tier 3 interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Tier 3 interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.	Tier 3 interventions are not evident in K-3 MTSS Plan.
	c.	Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in K-3 MTSS Plan.

Universal Screening Process

	a.	The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
	b.	There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.

Professional Development

	a.	Professional development includes reading instruction,	Some forms of professional development are available,	The school does not have a well-defined,	Professional development plan is not evident.

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		support aligned with the core reading program, assessment, to improve instructional practice, databased decision making, and delivery of interventions.	but most are not consistent to ensure continuous improvement in reading instruction, or support aligned with the core reading program, assessment, to improve instructional practice, databased decision making, and delivery of interventions.	professional development plan to support continuous improvement of reading instruction.	
	b.	Professional development plan identifies the expected number of days/hours for professional development throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of number of days for professional development throughout the school year.	Professional development plan is not evident.

Public Communication

	a.	All of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	Two of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.

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Home Supports					
		Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans not evident.

Scoring:

0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 days

1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission

3= Acceptance. Minor changes are encouraged for next school year submission

5= Accepted as final form.

Notes in Scoring:

The plan for world and Native language programs varies from the scoring used here.

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K-3 MTSS Plan: Feedback and Plan

Goal: to progress in evidence-based practices in supporting reading growth for our students.

- Plan is submitted on or before September

- The plan is scored

- The school and department agree upon what progress will be made to support growth over the school year

- Progress towards meeting the K-3 MTSS Plan will be made each year

Literacy Screener Updates

- Working on contract with University of Oregon

- Five year contract

- Screeners in 10 Indigenous languages developed
  - Opt-in for literacy screener development
  - Alternative: literacy screener waiver

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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

Brittnay Bailey
Admin: SRS Team

Kristen Spencer
Early Learning Specialist

Contact Information

Susy McKenzie, Director, Innovation and Education Excellence
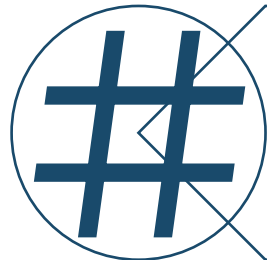
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