Alaska Reads Act

ALASKA READS ACT
& ALYESKA READING INSTITUTE
SUPPORT TIMELINE

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

ALASKA SCIENCE OF READING

AUGUST
Implement K-3 MTSS Plans

1

AK READS ACT

K-3 MTSS Plans include:
- Universal Instruction (Tier I)
- Targeted Intervention (Tier II)
- Intensive Intervention (Tier III)
- PD & Strategies: Support students' reading development at home with resources and/or training for parents/guardians

ARI

Collaborate with districts to ensure a comprehensive plan is implemented and aligns with AK Reads Act requirements & the Science of Reading (SoR)

SEPTEMBER

2

Administer K-3 Literacy Screeners

AK READS ACT

All K-3 students assessed in early literacy skills using DEED approved screeners, including dyslexia screeners for any students well-below benchmark

ARI

Provide support to teachers/leaders on calibrating mClass and additional diagnostic assessments for student-specific areas of concern and train-the-trainer for mClass

MID-OCTOBER
Develop IRIPs & Conduct Parent Meetings

3

AK READS ACT

- Schools will develop Individual Reading Improvement Plans (IRIPs) for all students below and far below benchmark
  - Outside-of-school tutoring for students below and well-below benchmark
- Notify parents/guardians of a student's reading deficiency & conduct parent meetings to review/revise IRIPs

ARI

- Provide support:
  - Interpreting literacy screener and diagnostic data
  - Developing targeted interventions and IRIPs (with parent/guardians)
  - Conducting effective parent meetings

END-OCTOBER

4

Implement IRIPS & Monitor Progress

AK READS ACT

- Implement IRIPs
- Ongoing: Progress monitoring students
- Ongoing: Provide additional reading instruction before/after school for well-below benchmark students
- Ongoing: Provide parents with a monthly progress monitoring update

ARI

- Launch High-Impact Tutoring Model targeting students with identified reading deficiencies
- Provide PD opportunities for teachers, paraprofessionals, and leaders:
  - Implementation of targeted reading instruction
  - Monitoring student progress
  - Analyzing data/adjusting interventions
- Provide support in communicating effectively with parents/guardians

DEC-JANUARY
Screeners & Parent Meetings

5

AK READS ACT

- Administer literacy screeners, analyze data, review progress
- Notify parents of continued reading deficiency
  - Revise IRIPs
- Develop an IRIP for students newly identified with reading deficits as indicated on screener

ARI

- Continued support with calibration of mClass, data analysis, and implementation of effective interventions
- Provide support in effective parent meetings

APRIL-MAY

6

Assessments, Screeners & Grade Progression Meetings

AK READS ACT

- Administer literacy screeners, analyze data and review progress
- Administer state assessments
- Conduct grade progression meetings
- Develop Summer Reading Plans for eligible students

ARI

- Support teachers/staff
  - Analyze data & conduct effective parent meetings
  - Develop summer reading plans

JUNE-JULY
Summer Reading Plans

7

AK READS ACT

- Students advancing to 4th grade on a grade progression waiver must complete 20 hours of individual reading intervention
- Students below proficient in K-3 may participate in Summer School

ARI

- Provide individual tutoring to students on a summer reading plan for any student below proficient
- Support staff & parents in implementing summer reading plans
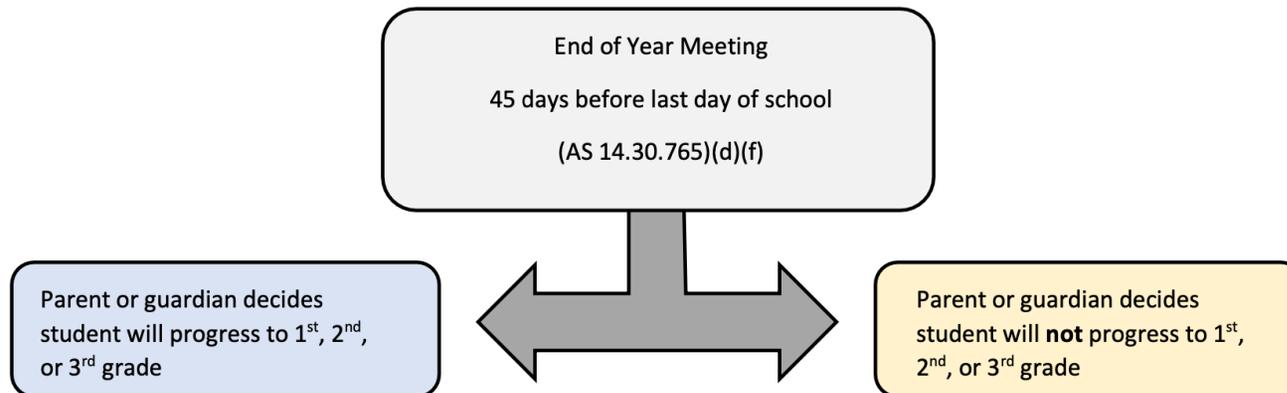
District Reading Intervention

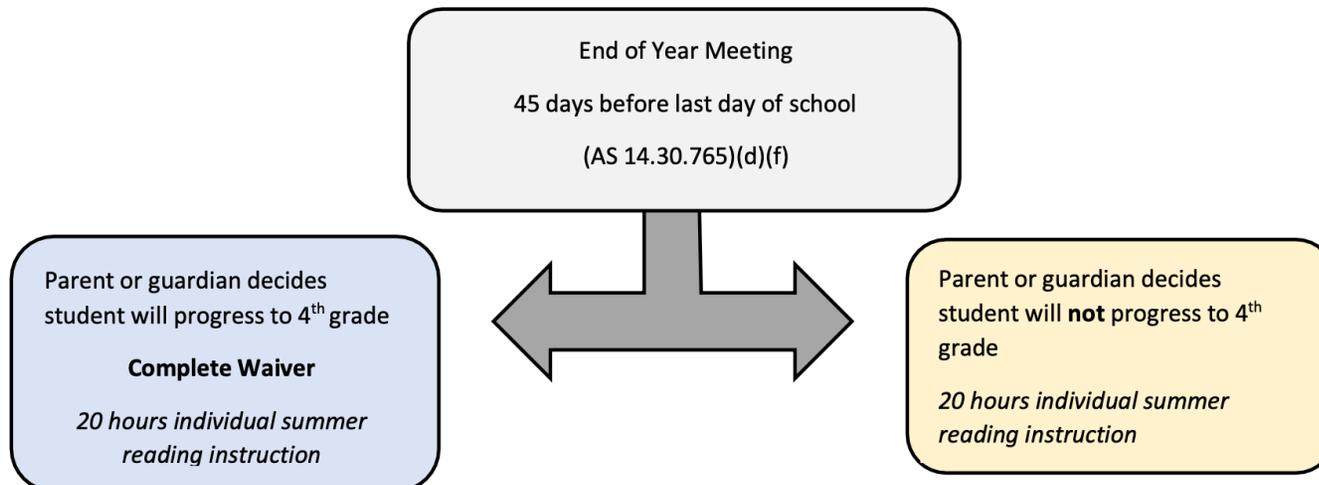**Flowchart for Decision-Making Process: Grade Progression**

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

20 hours individual summer reading instruction

Alaska Reads
#akreads

HB114 MTSS Plan

Benchmarking (Universal Screening) of all K-3 Students

2nd and 3rd graders receive vocabulary.

With a *Well Below Benchmark* Composite score…

    -> RAN – Kindergarteners

    -> Spelling – 1st, 2nd, and 3rd graders

Tier I (Core) 90 min/day all students.
Into Reading (60m)
ECRI (30m)
Writing (30m)

Tier II (Differentiated Core) 20-25 min. 3 days a week, groups of 6+ students
ECRI pre-teach and reteach.
Into Reading Foundational Skills

Tier III (Intensive Skill-Based Interventions); 30-35 min, 5 days a week, and small groups consisting of 2-3 students.
- NCIL Intensifications ECRI Intervention
- mClass Groups Recommended Interventions
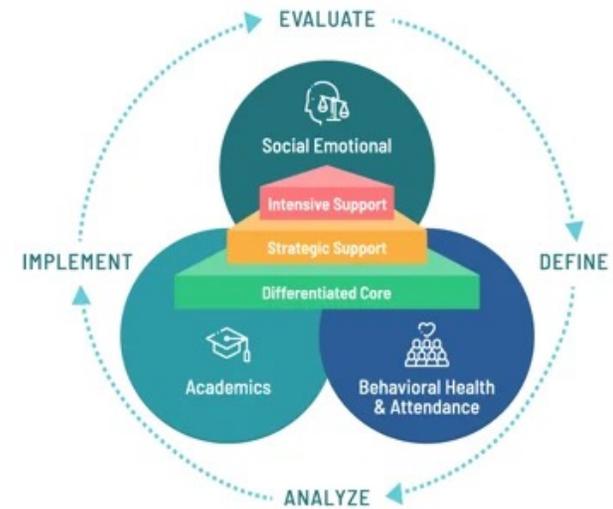
K-3 MTSS District Reading Intervention Plan Rubric

DISTRICT Tracy Bell Director of Curriculum & Instruction tbell@nwarctic.org		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction					
Notes: Need clarification on the guided/shared reading listed as one of the components of their HMH Into Reading program. Also ECRI is designed for small group instruction, NWABSD has ECRI scheduled inside the Tier I Literacy Block. Will they use in small groups or whole class? Need clarification for next year submission- is it primarily the instructional strategies alongside HMH?	a.	The core program promotes systematic and explicit i nstruction 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	Additional time is provided for multi-tiered support based on	Some additional time is provided for multi-tiered	No evidence of a multitiered system of support exists.

		based on assessed need at all grade levels	assessed need in most grade levels	support without regard to assessed need at some grade levels.	

Tier II: Targeted Intervention

	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.
Recommend increasing time to 30-45 minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	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 the 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	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

		effects. A desirable effect size is generally considered to be .4 or greater.			
Recommend increasing time to 40+ minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	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 the 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 the 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

Recommend adding culturally relevant teaching practices for the 24/25 school year.	a.	Professional development includes reading instruction, support aligned with the core reading program, assessment to improve instructional practice, data based decision making, and delivery of interventions.	Some forms of professional development are available, 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, data based decision making, and delivery of interventions.	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.
	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 the number of days for professional development throughout the school year.	Professional development plan is not evident.

Public Communication

Need to add in specific dates. Need to add information about how you will communicate your K-3 MTSS plan, Tier II & III, IRIPs.	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.

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 are 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.

Recommendations: (At least 2)

1. Clarify guided/shared reading instruction as this method is tied to language based instruction and not evidence based instruction.

2. ECRI as a supplemental instruction program should not be scheduled inside the Tier I core instruction time. Will need clarification.

3. Look at Tier II & III times for next school year.

4. Recommend adding culturally relevant teaching practices for the 24/25 school year.

1st DEED Review: 9/12/23

- ☐ IRIP document reviewed - in file, DEED Template
- ☐ Parent Notification document reviewed - in file

2nd DEED Review: 9-21-23

- ☐ IRIP document reviewed- in file, DEED template
- ☐ Parent Notification document reviewed- in file (meeting date is within the first 15 days after the state benchmark window closes)

HB114 MTSS Plan- In Action

Students that have scored at benchmark or above benchmark

1. Receive Tier I instruction according to the plan below.
2. Are progress monitored once a month.

Students that have scored below benchmark.

1. Receive Tier I and II (see below) instruction according to the plan.
2. Are progress monitored once a month

Students that have scored "well below benchmark" are <u>required</u> to have an Individual Reading Improvement Plan (IRIP) developed within 30 days.

1. We have 15 days to notify parents their students scoring "below proficient" or "well below proficient."
2. Meet with guardians, develop plan, and implement IRIP within 30 days.
3. After obtaining a parent's signature and approval of the IRIP, the intervention (10 weeks) plan begins.
4. Students receive Tier I, II, and III instruction.
5. Progress monitoring occurs every other week.
6. Every four weeks, teams are to review IRIPs and adjust the plan based on what students' Progress monitoring data shows.

mClass Benchmarking

LNF	Letter Naming Fluency	*The student is presented with a sheet of letters and asked to name the letters*	*K-1*
PSF	Phonemic Segmentation Fluency	*Student is asked to say the appropriate sound of the letter. This assessment is timed, and proficiency is determined based on the number of sounds correctly said in one minute.*	*K-1*
NWF-CLS	Nonsense Word Fluency/Correct Letter Sounds	*The student is allowed 1 minute to produce as many letter-sounds as they can, and the final score is the number of letter-sounds produced correctly in one minute.*	*K-3*
NWF-WRC	Nonsense Word Fluency/Words Read Correctly	*Students are given 1 minute to read or sound out as many nonsense words as they can. The final scores the number of nonsense words read or recoded correctly as a whole word within 1 minute.*	*K-3*
WRF	Word Reading Fluency	*Students are given 1 minute to read as many words (sight words) as they can. The final scores the number of words read or recoded correctly as a whole word within 1 minute.*	*K-3*
ORF-Accu	Oral Reading Fluency-Accuracy		*1-6*
ORF	Oral Reading Fluency-Words Correct in a Minute		
Vocabulary	Vocabulary	*This assessment is comprised of different multiple-choice tasks to determine the student's level of knowledge of grade-level words, whether the student has strategies for making meaning of words encountered in text, and whether the student is applying this knowledge to making meaning from text.*	*1-6*
Spelling		*This assessment measures the spelling grade-level words. An audio prompt of the target word is provided and the student uses letter tiles to spell the word.*	*K-3*
RAN		*This assessment measures how quickly students can name numeric symbols.*	*K-3*
MAZE		*Students read a grade-level passage in which some words are replaced by a multiple-choice box that includes the original word and two distractors. The student reads the passage silently and applies vocabulary and word knowledge to select the word in each box that best fits the meaning of the sentence.*	*2-6*

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: District Grade Divider: On	Show Students Enrolled: Now Grade: 4 Grades District: Northwest Arctic Borough Sd	School Year: 2023-2024 Period: 23-24 BOY	Measure: All Measures Level Filter: All Levels

Northwest Arctic Borough Sd Current as of 10/12/2023

↳ Northwest Arctic Borough Sd

↳ Grade K

Measures		20% 40% 60% 80%	Total Students
Composite Score	23-24 BOY	76(67%) 23(20%) 13(11%) 2(2%)	114
Letter Names (LNF)	23-24 BOY	81(71%) 18(16%) 15(13%)	114
Phonemic Awareness (PSF)	23-24 BOY	36(32%) 20(18%) 43(37%) 15(13%)	114
Letter Sounds (NWF-CLS)	23-24 BOY	36(32%) 49(43%) 13(11%) 9(8%) 7(6%)	114
Decoding (NWF-WRC)	23-24 BOY	36(32%) 71(62%) 7(6%)	114
Word Reading (WRF)	23-24 BOY	37(32%) 46(41%) 31(27%)	114
Vocabulary	23-24 BOY	5(38%) 6(47%) 2(15%)	13
RAN	23-24 BOY	10(29%) 10(29%) 15(42%)	35
Risk Indicator	23-24 BOY	AT RISK LOW RISK 10(29%) 25(71%)	35

↳ Grade 1

Measures		20% 40% 60% 80%	Total Students
Composite Score	23-24 BOY	84(61%) 29(21%) 20(14%) 5(4%)	138
Letter Names (LNF)	23-24 BOY	72(53%) 35(25%) 31(22%)	138
Phonemic Awareness (PSF)	23-24 BOY	66(48%) 37(27%) 33(24%) 2(1%)	138
Letter Sounds (NWF-CLS)	23-24 BOY	101(73%) 4(3%) 24(17%) 9(7%)	138
Decoding (NWF-WRC)	23-24 BOY	77(56%) 29(21%) 26(19%) 6(4%)	138
Word Reading (WRF)	23-24 BOY	91(67%) 20(14%) 20(14%) 7(5%)	138

Measures	23-24 BOY				Total Students
Reading Accuracy (ORF-Accu)	33(24%)	69(50%)	20(14%)	16(12%)	138
Reading Fluency (ORF)	33(24%)	61(44%)	22(16%)	16(12%) 6(4%)	138
Vocabulary	11(61%)	3(17%)	4(22%)		18
Spelling	25(62%)	5(13%)	10(25%)		40
RAN	3(33%)	4(45%)	2(22%)		9
Risk Indicator	AT RISK 22(55%)	LOW RISK 18(45%)			40

↳ Grade 2

Measures	23-24 BOY	20%	40%	60%	80%	Total Students
Composite Score	78(75%)			7(7%)	10(10%) 8(8%)	103
Letter Sounds (NWF-CLS)	80(77%)			6(6%) 8(8%)	8(8%) 1(1%)	103
Decoding (NWF-WRC)	72(69%)			14(14%) 7(7%)	8(8%) 2(2%)	103
Word Reading (WRF)	76(73%)			5(5%)	14(14%) 8(8%)	103
Reading Accuracy (ORF-Accu)	74(72%)			7(7%)	22(21%)	103
Reading Fluency (ORF)	75(72%)			7(7%)	13(13%) 8(8%)	103
Reading Comprehension (Maze)	74(71%)			13(13%) 8(8%)	8(8%)	103
Vocabulary	58(73%)			6(8%)	15(19%)	79
Spelling	37(47%)		17(22%)	24(31%)		78
RAN	27(57%)			12(26%)	8(17%)	47
Risk Indicator	AT RISK 43(55%)			LOW RISK 35(45%)		78

↳ Grade 3

Measures		20%	40%	60%	80%	Total Students
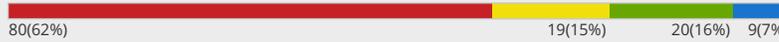
Composite Score	23-24 BOY	80(62%) 19(15%) 20(16%) 9(7%)	128
Letter Sounds (NWF-CLS)	23-24 BOY	76(59%) 19(15%) 21(16%) 6(5%) 6(5%)	128
Decoding (NWF-WRC)	23-24 BOY	88(68%) 13(10%) 11(9%) 6(5%) 10(8%)	128
Word Reading (WRF)	23-24 BOY	81(63%) 12(9%) 19(15%) 6(5%) 10(8%)	128
Reading Accuracy (ORF-Accu)	23-24 BOY	83(64%) 16(13%) 29(23%)	128
Reading Fluency (ORF)	23-24 BOY	87(69%) 17(13%) 17(13%) 7(5%)	128
Reading Comprehension (Maze)	23-24 BOY	90(70%) 15(12%) 21(16%) 2(2%)	128
Vocabulary	23-24 BOY	89(75%) 9(8%) 20(17%)	118
Spelling	23-24 BOY	51(67%) 6(8%) 19(25%)	76
RAN	23-24 BOY	6(43%) 3(21%) 5(36%)	14
Risk Indicator	23-24 BOY	AT RISK LOW RISK 45(59%) 31(41%)	76

HB114 MTSS Plan- Next Steps

School Data/MTSS Lead Teacher EDC

❑ In coordination with the site administrator, will facilitate site data team meetings with various stakeholders.

❑ Attend scheduled meetings with Curriculum Department to collaborate on mClass data.

❑ Proficiency within the mClass assessment system with knowledge of creating reports and analyzing data for the MTSS process.

❑ The ability to assist colleagues with creating and implementing Individual Reading Improvement Plans.

❑ Detail-oriented and maintain accurate records.

❑ Strong familiarity with Alaska State educational standards and district-approved curricula.

School	Positions Available	School	Positions Available
Ambler	1	JNES	2
Buckland	1	KMHS	1
Deering	1	Noatak	1
Kiana	1	Noorvik	2
Kobuk	1	Selawik	2
McQueen/Kivalina	1	Shungnak	1

HB114 MTSS Plan- Next Steps

Site Intervention Tutor EDC

⇒ Work collaboratively with the Curriculum Department to develop and implement literacy intervention activities tailored to the specific needs to students outside of typical school hours.

⇒ Collaborate with site classroom administrators and teachers on literacy intervention activities and student needs and progress.

⇒ Use assessment data to make informed adjustments to instructional strategies and materials to address individual learning needs.

⇒ Foster a supportive and inclusive learning environment that encourages children develop an appreciation for reading and writing.

⇒ Provide one-on-one or small group tutoring to help students improve their literacy skills.

⇒ Offer guidance and emotional support to address potential barriers to learning, such as motivation or self-esteem issues.

School	Positions Available	School	Positions Available
Ambler	3	JNES	4
Buckland	3	KMHS	2
Deering	2	Noatak	3
Kiana	3	Noorvik	4
Kobuk	1	Selawik	4
McQueen/Kivalina	3	Shungnak	3