

Alaska Reads Act: Family Partnership

Alaska Department of Education and Early Development

Fall 2023



What is the Alaska Reads Act and how does it affect my child's education?



Alaska Reads
#akreads

An Excellent Education for Every Student Every Day

Alaska Department of Education & Early Development



What is the Alaska Reads Act?

PROVIDES GUIDANCE

Guidance is provided through the four major components of the Alaska Reads Act.

STRUCTURED BY COMPONENTS

The four components are: Department Reading Program, District Reading Intervention, Early Learning, and Virtual Education.

DIRECTS SUPPORT

The Alaska Reads Act provides direction to DEED/districts. DEED provides support & assistance to districts.

The Alaska Reads Act Law passed in Summer of 2022 with the goal of reading proficiency for each Alaskan student by grade three.

In every school district, there is a rule that says they have to provide special help for students who have difficulty with reading. This special help is called "intensive reading intervention services." These services are designed to help students become better readers by giving them extra support and opportunities to practice.



An example of intensive reading intervention services might be a program where students work one-on-one with a teacher. The teacher will help them learn new reading strategies or provides extra reading practice. Another example is having a small group of students who will meet with a reading specialist to improve their reading skills together.



Your school will use a literacy screener to assess for reading skills, including characteristics of dyslexia.

This screener will be given three times a school year and helps inform instruction.

When a child is having difficulty with reading, the school will notify the student's parent or guardian within 15 days and create an individual reading improvement plan with parents within 30 days.



Kindergarten-Second Grade Children

At the end of the school year, school staff must meet with the child's parent or guardian, prior to the last 45 calendar days of the school year, if the child is still having difficulty with reading.

Following the meeting, the parent or guardian decides on the next steps.



Third Grade Children

At the end of the school year a meeting will be held prior to the last 45 days of the school year, for third graders struggling with reading.

The child will not go to fourth grade unless the parent or guardian signs a waiver and agrees that the child will attend 20 hours of reading services during the summer between third and fourth grade.



How will I know how my child scored on the reading assessment?



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Your child will take this assessment 3 times a year. If your child has a score that places them in the benchmark or above benchmark range, their instruction will continue on without the need for intensive intervention.

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

Your child will take this assessment 3 times a year. If your child has a score that places them in the below benchmark or well below benchmark range, their reading instruction will change to better meet their reading needs.

Well Below
Benchmark

AT RISK

>20% chance of not achieving
at/above 20th percentile

Intensive Support
At risk for reading difficulties including dyslexia

Below
Benchmark

SOME RISK

>20% chance of not achieving
at/above 40th percentile

Strategic Support

Amplify Home Connect Letters

mCLASS Home Connect
1st Grade, Beginning of Year Assessment
ALLYSON TAYLOR

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

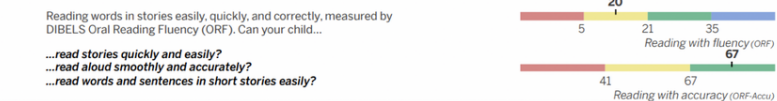
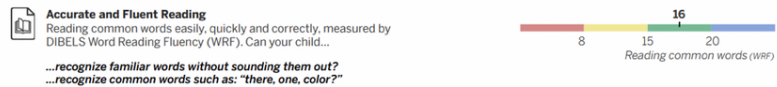
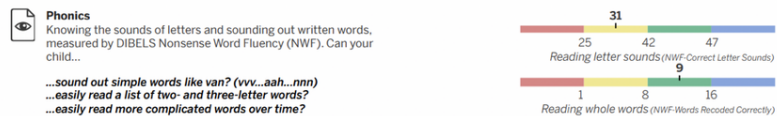
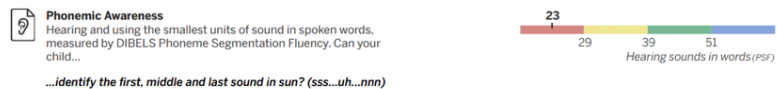
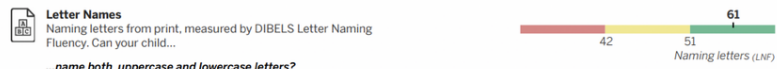
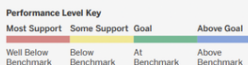
Why is ALLYSON being assessed?

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.

339 DIBELS Composite Score
Has Met Goal

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.



This score aligns with the information on the previous slide.

The school is required to screen your child and their reading skills, including characteristics of dyslexia, as required by the AK Reads Act.

Amplify Home Connect Letters

ALLYSON TAYLOR

1st Grade, Beginning of Year



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-l-k* 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.amplify.com/homeconnect>

This document includes activities of how you can help your child at home. You will get this 3 times a year.

**My child scored low in
reading.
What happens next?**



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The school will let you know if your child is below benchmark in their reading skills by providing a Parent Notification Letter.

In this letter, you will be invited to a meeting with the team that will be working with you to create a plan that will help your child reach their grade level benchmark.

Your school district may have a slightly different form that has been approved by DEED.



Parent Notification Letter



Student Individual Reading Improvement Plan (IRIP) Template

School:

District:

Address:

Phone Number:

The school shall notify parents of reading deficiency no later than 15 days after identification.

Student Individual Reading Improvement Plan must be implemented no later than 30 days after identification.

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>	Date Plan was Implemented: <i>(Implemented within 30 days of identification)</i>
	Written Notification <input type="checkbox"/> Oral Notification <input type="checkbox"/>	

Section 1. Considerations:

Does this student have an identified disability with goals specific to reading addressed in an Individual Education Plan (IEP)?	Yes	No
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* A total of 10 progress monitoring updates to parents per year is required; collaboration with reading specialist is strongly encouraged.

Did this student score at the lowest level overall on the literacy screening tool? Identified as <i>Intensive Support</i> by mCLASS with DIBELS® 8th Edition (composite score) or below the 20 th national percentile on department approved alternative literacy screener.	Yes	No
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If yes, also complete Section 6.



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

May 2023



At this meeting, the team will discuss the child's reading scores and create an Individual Reading Improvement Plan.

Part of this plan will include reading interventions that the school will provide during the school day and if a child is well below benchmark, the school will also provide out of school reading support.



Student Individual Reading Improvement Plan (IRIP) Template

School:	<input type="text"/>	The school shall notify parents of reading deficiency no later than 15 days after identification.
District:	<input type="text"/>	
Address:	<input type="text"/>	Student Individual Reading Improvement Plan must be implemented no later than 30 days after identification.
Phone Number:	<input type="text"/>	

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Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

May 2023



This plan will also consist of goals that the child is working on, how often their progress will be checked and the interventions that the school is putting in place to help the child make growth in their needed areas.

The school will communicate with parents a minimum of 10 times throughout the school year to update them about their child's reading and goals.



For more parent resources, please visit:

<https://education.alaska.gov/Alaska-Reading-Resources/parent-resources>



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