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**Presented by:**

**Dr. Lisa Skiles Parady, ACSA Executive Director  
and**

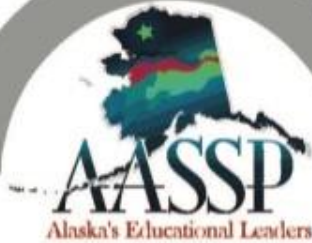
**Lexie Domaradzki, REACH Education Consulting**

Friday, November 26, 2018

ALASKA COUNCIL



OF SCHOOL ADMINISTRATORS





## RTI/Effective Instruction Conference

<https://www.asdn.org>

- Started in 2010 by Anchorage School District to emphasize RTI **districtwide**
- Alaska Staff Development Network (ASDN) collaborated with ASD to take the conference **statewide** in 2011
- Conducted statewide RTI conference for the past **7 years**
- **Over 1,000 teachers** participate each year (11% + of the teachers in Alaska)
- More than **30 districts** typically attend
- Two-day conference over a weekend in January in Anchorage
- First day is a deep dive into one topic, second day has 2 sectionals to explore other interest areas within RTI/MTSS
- National level presenters
- Variety of topics to support **Effective Tier 1 instruction in ELA and Math, also positive behavioral supports, SEL/trauma-informed classrooms, data driven decision-making, Tier II and III interventions.**
- **Rural and small schools RTI** process is specifically addressed at a full day pre-conference (400 teachers) to explore the model in a small school context <sup>3</sup>



## ACSA JOINT POSITION STATEMENT (Draft)

### Early Childhood Education

ACSA believes equitable access to fully funded, sustainable preschool programs provides a foundation of excellent social, emotional and cognitive instruction to students. Research clearly demonstrates that early intervention and instruction is one of the best ways to increase student achievement across all demographics and create the greatest opportunity for all students to read proficiently by third grade. Should be considered as part of K-12 funding through the BSA.



For applicable AASB resolutions in *Where We Stand* see the section(s): **Funding, Child Advocacy, Education Programs**

**Prepare students entering school to be ready to learn.**

In the increasingly complex world we live in today, students cannot afford the luxury of wasting a single day from kindergarten through graduation. Many students enter kindergarten unprepared to begin school. As a result, valuable time must be expended to bring them to a state of learning readiness. Starting school without strong learning skills places some students in a position from which they may never be able to recover. Students who remain behind classmates throughout their public school experience are likely to become graduates who are continually disadvantaged throughout their lives. AASB encourages the Legislature to invest in Alaska's future workforce by supporting and providing resources for a quality Pre-K experience for every child.

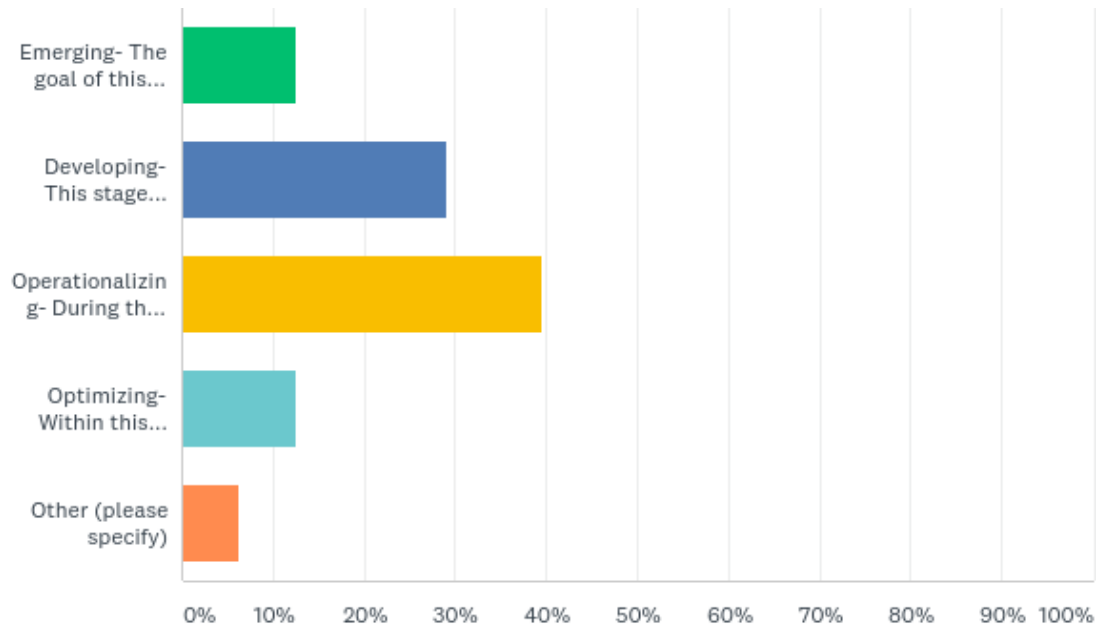
# District Survey to Inform the Legislative Task Force on Reading Proficiency and Dyslexia

The logo for the Alaska Council of School Administrators (ACSA) is located in the top right corner. It features the text "ALASKA COUNCIL" in a bold, black, sans-serif font at the top. Below this is a square divided into two equal halves. The left half is green and contains a large, white, stylized letter "A". The right half is black and contains a large, white, stylized letter "S". In the center, where the two halves meet, is a white silhouette of the state of Alaska. Below the square, the text "OF SCHOOL ADMINISTRATORS" is written in a bold, black, sans-serif font.

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**Q1: To frame the conversation and temper expectations, in general, what stage is each district at in its implementation of RTI/MTSS? Select one of the Growth Stages below:**

Answered: 48 Skipped: 0



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## Q1: To frame the conversation and temper expectations, in general, what stage is each district at in its implementation of RTI/MTSS? Select one of the Growth Stages below:

Answered: 48 Skipped: 0

ANSWER CHOICES	RESPONSES	
Emerging- The goal of this stage is to build consensus and buy-in for RTI implementation.	12.50%	6
Developing- This stage involves designing the infrastructure to implement RTI.	29.17%	14
Operationalizing- During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.	39.58%	19
Optimizing- Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.	12.50%	6
Other (please specify)	6.25%	3
TOTAL		48

Q2 How does your school district screen children for reading difficulties?

STAR Testing Dibels NWEA MAP AIMSweb  
Assessment Reading AIMSwebPlus Aims



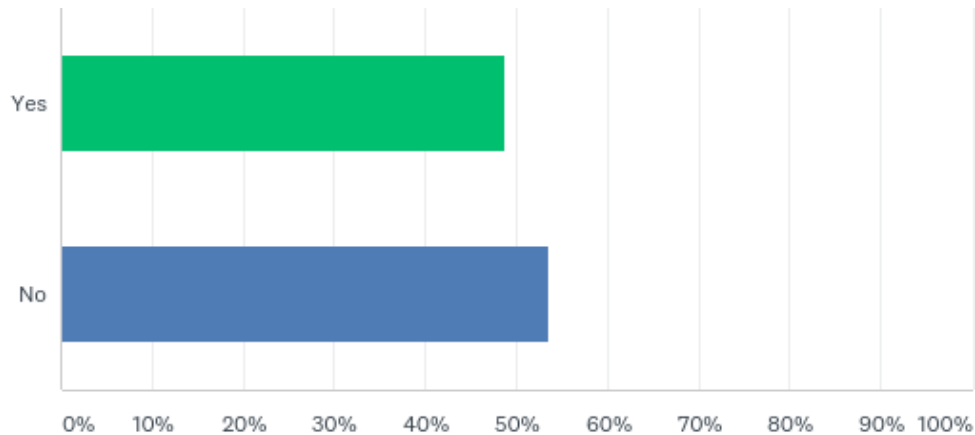
Q3 What interventions are used when students are identified as struggling readers?

School Materials Reading Mastery Fluency  
Reading Specialist System 44  
Small Group Teacher Interventions  
Reach Individualized Resources Naturally  
Leveled Readers Linda Mood Bell Content Literacy

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## Q4: Does your district have a robust Tier I core reading curriculum that teachers are delivering and achieving 75-80% proficiency for students in K-2?

Answered: 41 Skipped: 7



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# Q4: Does your district have a robust Tier I core reading curriculum that teachers are delivering and achieving 75-80% proficiency for students in K-2?

Answered: 41    Skipped: 7

ANSWER CHOICES	RESPONSES	
Yes	48.78%	20
No	53.66%	22
Total Respondents: 41		

# What does a state need in order to support reading proficiency by Third Grade?

- Universal Screening for all students to catch reading difficulties early
- Research Based Materials and Instructional Practices
  - Core Instruction
- Evidence Based Materials for intervention
- Professional Development for educators
- Parent/Community Awareness

## ASSESSMENT

Formal Diagnostic  
*As needed*

Progress Monitoring  
*Weekly-Monthly*

Universal Screening  
*3 times/year*

## INSTRUCTION

Tier 3  
Individualized  
Intervention

Tier 2/3  
Supplemental  
Intervention

Tier 2/3  
Supplemental  
Intervention

Research-Based Core  
Curriculum w/ Strong  
Instruction

## DATA-BASED DECISION MAKING

Individual Problem  
Solving Team  
*6-8 weeks*

Intervention Review  
Team  
*6-8 weeks*

Schoolwide  
Screening reviewed  
*3 times/year*

# Progress in Alaska

- 2005
  - Only a few districts implemented a reliable and valid universal screener
  - Only a few districts implemented research based reading materials
  - Only a few districts implemented the MTSS process system wide
  - Many districts implement intervention for struggling students
- 2018
  - Most districts implement a reliable and valid universal screener
  - Most districts implement research based reading materials
  - Most districts have begun to implement the MTSS process system wide
  - Many district have implement evidence based intervention materials

Figure 1. Map of the United States showing Dyslexia Laws in the United States. The map uses four categories: States with Dyslexia Enacted Laws (dark blue), States with Dyslexia Laws Pending (light blue), States with Dyslexia Handbooks/Resource Guides (dark blue with a star), and States without Dyslexia Laws (gray).

Figure 1.



Thank you!  
Questions?







# Contact Information

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