

Alaska Reading Coalition's comments on Working Draft SSSB6 A

- 40 yrs. of National Institute of Health research is found *outside* of the education system.
- Teachers *cannot* teach what they don't know.
- Those *who do know* this research, face huge systematic barriers to applying this research.



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Contact the Coalition to help

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Bill Language	Changes	Notes & Rationales if needed
<p>WORK DRAFT WORK DRAFT WORK DRAFT 314501995 Cancels 1/16/20</p> <p>SPONSOR SUBSTITUTE FOR SENATE BILL NO. 6 IN THE LEGISLATURE OF THE STATE OF ALASKA THIRTY-FIRST LEGISLATURE - SECOND SESSION BY SENATORS BEGICH, Kawasoli, Stevens, Olson, Kiehl Introduced: Referred:</p>		
<p>A BILL FOR AN ACT ENTITLED</p> <p>1 "An Act relating to early education programs provided by school districts; relating to 2 funding for early education programs; relating to the duties of the Department of 3 Education and Early Development; establishing a reading intervention program for 4 public school students enrolled in grades kindergarten through three; establishing a 5 literacy program in the Department of Education and Early Development; and 6 providing for an effective date." 7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:</p>	<p>After the "duties of the Department of Education and Early Development; (insert) establish support and guidance for both I.D.E.A.'s "child find" and ESSA's "Comprehensive literacy plan" which both engage early reading screening; establishing a "comprehensive literacy plan" in the Department of Education and Early Development that is inclusive of all students including those with dyslexia; and providing for an effective date</p>	<p>"Comprehensive literacy plan" is the language of ESSA. States are supposed to have these and they are supposed to be designed to include not exclude so logically this includes a plan that acknowledges dyslexia so that early intervention includes the needs of students with disabilities. It makes sense to connect to this language for consistency and grants etc...</p> <p>ESSA- C.2221.{20 U.S.C. 6641} Purposes; Definitions ``SEC. 2221. &lt;&lt;NOTE: 20 USC 6641.&gt;&gt; PURPOSES; DEFINITIONS.</p> <p>``(a) Purposes.--The purposes of this subpart are--``(1) to improve student academic achievement in reading and writing by providing Federal support to States to develop, revise, or update comprehensive literacy instruction plans.....</p> <p>in section H of the same :</p> <p>``(H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the</p>

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		<p>child's progress and the effects of instruction;</p> <p>Likewise IDEA language defines "reading screening" particular to identifying disability – (B)</p> <p>Screening reading assessment^{(1)(SEP)} The term "screening reading assessment" means an assessment that is— (i) valid, reliable, and based on scientifically based reading research; and (ii) a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.</p>
<p>8 * Section 1. The uncodified law of the State of Alaska is amended by adding a new section 9 to read: 10 SHORT TITLE. This Act may be known as the Alaska Reads Act.</p>		
<p>11 * Sec. 2. AS 14.03.690(a) is amended to read: 12 (a) In addition to the grades enumerated in (a) of this section, an elementary 13 school consists of <u>an early education</u> [A PRE-ELEMENTARY] program <u>approved</u></p>		
<p>14 Initial by Legal Services -1- SSSB 6 15 <u>NEW TEXT UNDERLINED</u> [DELETED TEXT BRACKETED] 16 17 WORK DRAFT WORK DRAFT 314.50159.5 18 or supervised by the department under AS 14.07.020(a)(8) <u>including a program</u> 19 operated by <u>a head start agency</u> [THE DEPARTMENT] as a head start program 20 under <u>42 U.S.C. 9831 - 9852</u> [AS 14.38.010, OR LOCATED IN A PUBLIC 21 SCHOOL FOR FEDERAL FUNDING PURPOSES. EXCEPT FOR A CHILD WITH 22 A DISABILITY WHO IS RECEIVING SPECIAL EDUCATION OR RELATED 23 SERVICES UNDER AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS MAY NOT BE COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP UNDER AS 14.17].</p>		
<p>9 * Sec. 3. AS 14.03.072(a) is amended to read: 10 (a) Each school district shall annually provide to parents and guardians of 11 students enrolled in kindergarten through grade three in a public school in the state 12 current information on the importance of early literacy, including 13 (1) intervention strategies <u>and reading intervention services</u> 14 <u>provided under AS 14.30.765</u>; 15 (2) home literacy plans; 16 (3) grade retention standards and policies for the elementary school 17 attended. 18 (4) strategies and resources to help children learn to read.</p>	<p>Insert : Including screening protocol written by the district that complies with both ESSA and IDEA; key indicators of risk for dyslexia (poor PA and RAN).</p>	<p>If the comprehensive plan involves screening, as required by ESSA and IDEA, it is appropriate to inform parents of screening protocol and the results of such screening.</p>
<p>19 * Sec. 4. AS 14.03.080 is amended by adding a new subsection to read: 20 (g) A child who is at least four, but not more than five, years of age on or 21 before September 1 following the beginning of the school year and who has not 22 attended a public school kindergarten may enter a public school early education 23 program.</p>		
<p>24 * Sec. 5. AS 14.03.120 is amended by adding a new subsection to read: 25 (h) To the extent allowable under state and federal privacy laws, each district 26 shall annually report to the department and publish on the district's Internet website 27 information from the previous school year regarding 28 (1) the number and percentage of students 29 (A) in grades kindergarten through three who performed below 30 grade level on statewide reading screenings or assessments, by grade; 31 (B) retained in grades kindergarten through three; SSSB 6 -2- <u>NEW TEXT UNDERLINED</u> [DELETED TEXT BRACKETED]</p>	<p>Report the results of early education reading screening for age level proficiency in pre-reading skills of PA and letter sound knowledge and the percentage of those students who responded to intervention (MTSS) and the number referred for more assessment and IDEA services.</p>	
<p>WORK DRAFT WORK DRAFT 314.50159.5 1 (C) in grade three who demonstrated sufficient reading skills 2 for grade progression based on the statewide reading screening or assessment; 3 (D) in grade three who demonstrated sufficient reading skills 4 for grade progression based on an alternative standardized reading screening or 5 assessment; 6 (E) in grade three who demonstrated sufficient reading skills 7 for grade progression based on a student reading portfolio; 8 (F) in grade three who progressed to grade four based on a 9 good cause exemption under AS 14.30.765(f);</p>		

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10	(2) the performance on statewide reading screenings or assessments of		
11	students in a grade above grade three who were retained in grade three under		
12	AS 14.30.765(e) or who progressed to grade four based on a good cause exemption		
13	under AS 14.30.765(f).		
14	* Sec. 6, AS 14.03 is amended by adding a new section to read:		
15	Sec. 14.03.135. Early education programs; grants. (a) The department shall	(b) The department [may] <u>shall</u>	Give DEED fewer excuses to avoid the work.
16	provide training and assist districts in the development of early education programs,		
17	and shall approve early education programs that meet the standards adopted by the		
18	board under AS 14.07.165(a)(5). If the department determines that the district's early		
19	education program complies with the standards, the department shall approve the early		
20	education program. If the department determines that the district's early education		
21	program does not comply with the standards, the department shall provide assistance		
22	to the district to improve the early education program to meet the standards.		
23	(b) The department may award a grant to an eligible district to provide		
24	funding for a three-year period for the development of a district-wide early education		
25	program. At the end of the three-year grant period, the department shall assess the		
26	district's early education program and determine whether the program complies with		
27	the standards adopted under AS 14.07.165(a)(5).		
28	(c) The department shall rank the performance of all districts in the state in		
29	accordance with the accountability system and performance designations required		
30	under AS 14.03.123. The department shall divide all districts into six groups based on		
31	performance ranking. Each group of districts is eligible for a three-year grant in the		
-3- SSB 6 New Text Underlined DELETED TEXT BRACKETED			
1	WORK DRAFT WORK DRAFT 31-4301598 following fiscal years:		
2	(1) for the fiscal year beginning July 1, 2020, the lowest performing 10		
3	percent of districts;		
4	(2) for the fiscal year beginning July 1, 2021, the second lowest		
5	performing 15 percent of districts;		
6	(3) for the fiscal year beginning July 1, 2022, the third lowest		
7	performing 15 percent of districts;		
8	(4) for the fiscal year beginning July 1, 2023, the third highest		
9	performing 20 percent of districts;		
10	(5) for the fiscal year beginning July 1, 2024, the second highest		
11	performing 20 percent of districts;		
12	(6) for the fiscal year beginning July 1, 2025, the highest performing		
13	20 percent of districts.		
14	(d) In each fiscal year, the department may award a three-year grant to a		
15	district that applies in a format prescribed by the department and that is in a group of		
16	districts that		
17	(1) is eligible for a grant during that fiscal year under (c) of this		
18	section; or		
19	(2) was eligible for a grant in a previous fiscal year under (c) of this		
20	section, but did not receive a grant under this section in a previous fiscal year.		
21	(e) If the department does not approve a district's early education program at		
22	the end of the three-year grant period, the department may provide a one-year		
23	remediation grant to allow the district one additional fiscal year to meet the early		
24	education program standards adopted by the board under AS 14.07.165(a)(5). If the		
25	district is unable to meet the early education program standards at the end of the fiscal		
26	year, the department may, in the discretion of the commissioner, provide an additional		
27	remediation grant to allow the district not more than one additional fiscal year to meet		
28	the standards. Nothing in this section prohibits a district from using its own funds to		
29	continue the remediation process.		
30	(f) A student in an early education program may not be counted in the district		
31	ADM under AS 14.17.500 or 14.17.905 until after the department determines that the		
SSB 6 -4- New Text Underlined DELETED TEXT BRACKETED			
1	WORK DRAFT WORK DRAFT 31-4301598 early education program complies with the standards adopted by the board under	(g) A grant under this section [is subject to appropriation, but]	Delete the qualifier. Reduce the excuses of DEED and the Legislature to step away from their funding responsibilities.
2	AS 14.07.165(a)(5) and approves the program. The department may not approve an		
3	early education program developed with a grant awarded under (b) of this section until		
4	the end of the three-year grant period under (b) of this section or the additional		
5	remediation period under (e) of this section. The department may approve a district's		
6	early education program that does not receive a grant under this section at any time if		
7	the early education program complies with the standards adopted by the board under		
8	AS 14.07.165(a)(5).		
9	(g) A grant under this section is subject to appropriation, but may not supplant		
10	other early education funding available to districts.		
11	(h) In this section,		
12	(1) "ADM" has the meaning given in AS 14.17.990;		
13	(2) "district" has the meaning given in AS 14.17.990;		
14	(3) "early education program" means a program for children who are		
15	four and five years of age and who have not attended a public school kindergarten if		
16	the program's primary function is educational.		

Bill Language	Changes	Notes & Rationales if needed
<p>17 *Sec. 7, AS 14.07.03(a) is amended to read:</p> <p>18 (a) The department shall</p> <p>19 (1) exercise general supervision over the public schools of the state</p> <p>20 except the University of Alaska;</p> <p>21 (2) study the conditions and needs of the public schools of the state,</p> <p>22 adopt or recommend plans, administer and evaluate grants to improve school</p> <p>23 performance awarded under AS 14.03.125, and adopt regulations for the improvement</p> <p>24 of the public schools; the department may consult with the University of Alaska to</p> <p>25 develop secondary education requirements to improve student achievement in college</p> <p>26 preparatory courses;</p> <p>27 (3) provide advisory and consultative services to all public school</p> <p>28 governing bodies and personnel;</p> <p>29 (4) prescribe by regulation a minimum course of study for the public</p> <p>30 schools; the regulations must provide that, if a course in American Sign Language is</p> <p>31 given, the course shall be given credit as a course in a foreign language;</p> <p style="text-align: center;">-5- SSSB 6</p> <p><small>DEM TEXT UNDERLINED (CHANGED TEXT BRACKETED)</small></p>		
<p>1 WORK DRAFT WORK DRAFT 31-L50159/S</p> <p>2 (5) establish, in coordination with the Department of Health and Social</p> <p>3 Services, a program for the continuing education of children who are held in detention</p> <p>4 facilities in the state during the period of detention;</p> <p>5 (6) accredit those public schools that meet accreditation standards</p> <p>6 prescribed by regulation by the department; these regulations shall be adopted by the</p> <p>7 department and presented to the legislature during the first 10 days of any regular</p> <p>8 session, and become effective 45 days after presentation or at the end of the session,</p> <p>9 whichever is earlier, unless disapproved by a resolution concurred in by a majority of</p> <p>10 the members of each house;</p> <p>11 (7) prescribe by regulation, after consultation with the state fire</p> <p>12 marshal and the state sanitarian, standards that will ensure healthful and safe</p> <p>13 conditions in the public and private schools of the state, including a requirement of</p> <p>14 physical examinations and immunizations in pre-elementary schools; the standards for</p> <p>15 private schools may not be more stringent than those for public schools;</p> <p>16 (8) exercise general supervision over <u>early education programs</u></p> <p>17 <u>[PRE-ELEMENTARY SCHOOLS]</u> that receive direct state or federal funding,</p> <p>18 <u>including early education programs provided by a school district for students</u></p> <p>19 <u>four and five years of age, and approve early education programs that meet the</u></p> <p>20 <u>standards adopted by the board under AS 14.07.165(a)(5).</u></p> <p>21 (9) exercise general supervision over elementary and secondary</p> <p>22 correspondence study programs offered by municipal school districts or regional</p> <p>23 educational attendance areas; the department may also offer and make available to any</p> <p>24 Alaskan through a centralized office a correspondence study program;</p> <p>25 (10) accredit private schools that request accreditation and that meet</p> <p>26 accreditation standards prescribed by regulation by the department; nothing in this</p> <p>27 paragraph authorizes the department to require religious or other private schools to be</p> <p>28 licensed;</p> <p>29 (11) review plans for construction of new public elementary and</p> <p>30 secondary schools and for additions to and major rehabilitation of existing public</p> <p>31 elementary and secondary schools and, in accordance with regulations adopted by the</p> <p>department, determine and approve the extent of eligibility for state aid of a school</p> <p style="text-align: center;">-6- SSSB 6</p> <p><small>DEM TEXT UNDERLINED (CHANGED TEXT BRACKETED)</small></p>	Line 23	
<p>1 WORK DRAFT WORK DRAFT 31-L50159/S</p> <p>2 construction or major maintenance project; for the purposes of this paragraph, "plans"</p> <p>3 include educational specifications, schematic designs, projected energy consumption</p> <p>4 and costs, and final contract documents;</p> <p>5 (12) provide educational opportunities in the areas of vocational</p> <p>6 education and training, and basic education to individuals over 16 years of age who</p> <p>7 are no longer attending school; the department may consult with businesses and labor</p> <p>8 unions to develop a program to prepare students for apprenticeships or internships that</p> <p>9 will lead to employment opportunities;</p> <p>10 (13) administer the grants awarded under AS 14.11;</p> <p>11 (14) establish, in coordination with the Department of Public Safety, a</p> <p>12 school bus driver training course;</p> <p>13 (15) require the reporting of information relating to school disciplinary</p> <p>14 and safety programs under AS 14.33.120 and of incidents of disruptive or violent</p> <p>15 behavior;</p> <p>16 (16) establish by regulation criteria, based on low student performance,</p> <p>17 under which the department may intervene in a school district to improve instructional</p> <p>practices, as described in AS 14.07.030(a)(1-4) or (15); the regulations must include</p> <p>18 practices, as described in AS 14.07.030(a)(1-4) or (15); the regulations must include</p> <p>19 (A) a notice provision that alerts the district to the deficiencies</p> <p>20 and the instructional practice changes proposed by the department;</p> <p>21 (B) an end date for departmental intervention, as described in</p> <p>22 AS 14.07.090(a)(1-4)(A) and (B) and (15), after the district demonstrates three</p> <p>23 consecutive years of improvement consisting of not less than two percent</p> <p>24 increases in student proficiency on standards-based assessments in language</p> <p>25 arts and mathematics, as provided in AS 14.03.125(D)(1)(A), and</p> <p>26 (C) a process for districts to petition the department for</p> <p>27 continuing or discontinuing the department's intervention;</p> <p>28 (17) notify the legislative committees having jurisdiction over</p> <p>29 education before intervening in a school district under AS 14.07.030(a)(1-4) or</p> <p>30 redirecting public school funding under AS 14.07.030(a)(15);</p> <p>31 <u>(18) establish a literacy program to provide direct support for and</u></p> <p><u>intervention in the reading intervention programs of participating schools as</u></p> <p style="text-align: center;">-7- SSSB 6</p> <p><small>DEM TEXT UNDERLINED (CHANGED TEXT BRACKETED)</small></p>	Line 4	

Bill Language	Changes	Notes & Rationales if needed
<div> <div>WORK DRAFT</div> <div>WORK DRAFT</div> <div>31-4.80159/S</div> </div> <div> <div>described in AS 14.30.765 and 14.30.770</div> <div>* Sec. 8. AS 14.07.020(c) is amended to read:</div> <div>(c) In this section, "<u>early education program</u>" ["PRE-ELEMENTARY SCHOOL"] means a <u>program</u> [SCHOOL] for children ages three through five years if the <u>program's</u> [SCHOOLS] primary function is educational.</div> <div>* Sec. 9. AS 14.07.050 is amended to read:</div> <div>Sec. 14.07.050. <u>Selection of textbooks.</u> Textbooks for use in the public schools of the state, including a district offered statewide correspondence study program, shall be selected by district boards for district schools. Nothing in this section precludes</div> <div>(1) a correspondence study student, or the parent or guardian of a correspondence study student, from privately obtaining or using textbooks or curriculum material not provided by the school district;</div> <div>(2) <u>the department from selecting and purchasing supplementary reading textbooks and materials for school districts in connection with reading intervention services provided under AS 14.30.765 and 14.30.770.</u></div> </div>	<p>AG: Line 14 Sec 14.07.050 (2)</p> <ul style="list-style-type: none"> • Suggest the wording move from “text books” to core, supplemental and intervention programs for students identified as having a reading deficiency. • There needs to be a clearer statement about instructional programming. Textbooks are sort of old school terminology. Most instructional programs are online with supplemental materials. You can require that a district select instructional programming materials from an approved list. • You can also write in that all districts will provide, to the department, and post it online, the current reading instructional materials and be subject to periodic review. • Districts should not be allowed to use funds for materials that are not evidence based—this is against ESSA Federal guidelines. 	<p>A fact question for line 4: Do you really mean three-year olds, or is that a typo?</p>
<div> <div>* Sec. 10. AS 14.07.165(a) is amended to read:</div> <div>(a) The board shall adopt</div> <div>(1) statewide goals and require each governing body to adopt written goals that are consistent with local needs;</div> <div>(2) regulations regarding the application for and award of grants under AS 14.03.125;</div> <div>(3) regulations implementing provisions of AS 14.11.01-4(b);</div> <div>(4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services;</div> <div>(5) <u>regulations establishing standards for an early education program provided by a school district for children who are four and five years of age; the regulations must include</u></div> <div>(A) <u>standards for a</u></div> <div>(i) <u>half-day program consisting of not less than two</u></div> <div><u>and one-half hours;</u></div> </div>		

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<p>WORK DRAFT WORK DRAFT 314.50159/S</p> <p>1 (ii) full-day program consisting of six hours; and</p> <p>2 (iii) locally designed, evidence-based program that is</p> <p>3 less than half a day that meets early education program standards;</p> <p>4 (D) a requirement that a teacher in charge of a program</p> <p>5 hold a valid teacher certificate issued under AS 14.20 and</p> <p>6 (I) have satisfactorily completed a minimum of six</p> <p>7 credit hours in early childhood education or completes the</p> <p>8 minimum credit hours within one year of the date the teacher's</p> <p>9 employment with the early education program begins; or</p> <p>10 (II) have five or more years of experience teaching</p> <p>11 kindergarten or another early education program;</p> <p>12 (C) developmentally appropriate objectives for children</p> <p>13 four and five years of age rather than academic standards appropriate for</p> <p>14 older children; the objectives must allow school districts to adapt the</p> <p>15 content of an early education program to be culturally appropriate to</p> <p>16 local communities; and</p> <p>17 (D) accommodations for the needs of all early education</p> <p>18 children and their families regardless of socioeconomic circumstances</p> <p>19 [REPEALED]</p> <p>20 * Sec. 11. AS 14.17.500 is amended by adding a new subsection to read:</p> <p>21 (d) Except as provided in AS 14.17.905(d), a student in an early education</p> <p>22 program approved by the department under AS 14.07.020(a)(3) is counted as one-half</p> <p>23 of a full-time equivalent student.</p> <p>24 * Sec. 12. AS 14.17.905(a) is amended to read:</p> <p>25 (a) For purposes of this chapter, the determination of the number of schools in</p> <p>26 a district is subject to the following:</p> <p>27 (1) a community with an ADM of at least 10, but not more than 100,</p> <p>28 shall be counted as one school;</p> <p>29 (2) a community with an ADM of at least 101, but not more than 425,</p> <p>30 shall be counted as</p> <p>31 (A) one elementary school, which includes those students in</p> <p>-9- SSSD 6</p> <p>How Text Underlined [DELETED TEXT BRACKETED]</p>		
<p>WORK DRAFT WORK DRAFT 314.50159/S</p> <p>1 grades kindergarten through six, and, except as provided in (d) of this</p> <p>2 section, in an early education program provided by a school district and</p> <p>3 approved by the department under AS 14.07.020(a)(3); and</p> <p>4 (B) one secondary school, which includes students in grades</p> <p>5 seven through 12;</p> <p>6 (3) in a community with an ADM of greater than 425, each facility that</p> <p>7 is administered as a separate school shall be counted as one school, except that each</p> <p>8 alternative school with an ADM of less than 175 shall be counted as a part of the</p> <p>9 school in the district with the highest ADM.</p> <p>10 * Sec. 13. AS 14.17.905 is amended by adding a new subsection to read:</p> <p>11 (d) A school district may not include in the average daily membership of a</p> <p>12 school students who are four and five years of age if the students are enrolled in an</p> <p>13 early education program that receives state or federal funding other than funding under</p> <p>14 this chapter.</p>		
<p>Article 15. Reading Intervention Programs.</p> <p>17 Sec. 14.30.760. Statewide assessment. (a) To implement the district reading</p> <p>18 intervention services established under AS 14.30.765, the department shall</p> <p>19 (1) adopt a statewide screening or assessment tool to administer to</p> <p>20 students in grades kindergarten through three to identify students with reading</p> <p>21 deficiencies, including students with characteristics of dyslexia; the screening or</p> <p>22 assessment tool must evaluate</p> <p>23 (A) phonic awareness, letter naming fluency, letter sound</p> <p>24 fluency, and letter word sound fluency of students in kindergarten;</p> <p>25 (B) letter word sound fluency and oral reading fluency of</p> <p>26 students in grade one,</p> <p>27 (C) vocabulary and oral reading fluency of students in grades</p> <p>28 two and three,</p> <p>29 (2) support teachers of grades kindergarten through three by</p> <p>30 (A) administering the statewide screening or assessment tool</p> <p>31 three times each school year, once in the fall, once in the winter, and once in</p> <p>SSSD 6 -10-</p> <p>How Text Underlined [DELETED TEXT BRACKETED]</p>	<p>line 19</p> <p>AG: Line 17 Sec 14.30.760 (a)</p> <ul style="list-style-type: none"> • This sounds odd to me. The department is “implementing” or the department is supporting the districts to implement. Why is the responsibility on the department rather than the district? I am wondering about districts pushing back on local control. <p>Line 19-27 Sec 14.30.760 (1)(A-C)</p> <ul style="list-style-type: none"> • This section does not accurately identify the five components of reading which are: phonemic awareness, phonics, fluency, vocabulary and comprehension. Do not break 	<p>Lines 23-30</p>

Bill Language	Changes	Notes & Rationales if needed
	<p>each component out or districts will use programs that only cover what you stated. Also, it makes it look as if the bill makers did not understand what they are writing.</p> <p>Just list the five components.</p> <ul style="list-style-type: none"> • (A) Should read: phonemic awareness (not phonic awareness) • (B) Phonics • (C) Vocabulary • (D) Reading Fluency, including oral skills • (E) Reading Comprehension <p>Line 30 Sec 14.30.760 (2)(A)</p> <ul style="list-style-type: none"> • This read, Department approved statewide screening or assessment tool. Again, you are inferring that the department is responsible for doing this rather than provide a list of tools. • Tools should be carefully evaluated by the department. <p>As with above, a district should only use state funds to purchase assessment products that the department has approved. USE APPROVED LISTS</p>	
<div> <div>WORK DRAFT</div> <div>WORK DRAFT</div> <div>31-4.50159.S</div> </div> <div> <div>1</div> <div>the spring, to all students in grades kindergarten through three, with the</div> <div>2</div> <div>exception of students who demonstrate sufficient reading skills on the first</div> <div>3</div> <div>screening or assessment of the school year;</div> <div>4</div> <div>(B) providing methods to monitor student progress;</div> <div>5</div> <div>(C) providing targeted instruction based on student needs as</div> <div>6</div> <div>determined by the results of the screening or assessment tool; and</div> <div>7</div> <div>(D) providing additional assistance as determined by the</div> <div>8</div> <div>department;</div> <div>9</div> <div>(3) provide training to school district staff related to using the results</div> <div>10</div> <div>of the statewide screening or assessment tool and understanding the science of</div> <div>11</div> <div>reading, including explicit and systematic instruction in phonological awareness,</div> <div>12</div> <div>alphabetic principle, decoding, fluency, vocabulary, comprehension, and building</div> <div>13</div> <div>content knowledge.</div> <div>14</div> <div>(b) In adopting a statewide screening or assessment tool under (a)(1) of this</div> <div>15</div> <div>section, the department shall consider the following factors:</div> <div>16</div> <div>(1) the amount of time needed to administer the screening or</div> <div>17</div> <div>assessment, with the intention of minimizing effects on instructional time;</div> <div>18</div> <div>(2) the time frame for reporting screening or assessment results to</div> <div>19</div> <div>teachers, administrators, and parents or guardians; and</div> </div>	<p>Line 9</p> <p>AG: Line 9 - 21Sec 14.30.760 (3)(B)</p> <ul style="list-style-type: none"> • All screening assessments should be determined valid and reliable for measuring the five components of reading for the grade they are intended. This should be included. There are many assessments that do not measure all five components only Star Renaissance measures all five. There isn't one screening that adequately measures all five and districts 	<p>Line 5. Do you mean DEED provides instruction itself? Does not make sense to me as written because DEED folks don't instruct kids.</p> <p>From Posie but they do in other States and they can.</p>

Bill Language	Changes	Notes & Rationales if needed
	<p>may need to consider multiple tools.</p> <ul style="list-style-type: none"> • There also needs to be some clarity about diagnostic and screening assessments and the utilization of each. 	
<p>19 teachers, administrators, and parents or guardians, and</p> <p>20 (3) the integration of the screening or assessment with student</p> <p>21 instruction and department support.</p> <p>22 Sec. 14.30.765. District reading intervention services. (a) Each school</p> <p>23 district shall offer intensive reading intervention services to students in grades</p> <p>24 kindergarten through three who exhibit a reading deficiency to assist students in</p> <p>25 achieving reading proficiency at or above grade level by the end of grade three. The</p> <p>26 district shall provide the intensive reading intervention services in addition to the core</p> <p>27 reading instruction that is provided to all students in the general education classroom.</p> <p>28 The intensive reading intervention services must</p> <p>29 (1) be provided by a district reading teacher to all students in grades</p> <p>30 kindergarten through three who are determined to have a reading deficiency based on</p> <p>31 the statewide screening or assessment tool adopted under AS 14.30.760(a)(1).</p> <p style="text-align: center;">-11- SSSB 6</p> <p style="text-align: center;"><i>New Text (Underlined) [DELETED TEXT BRACKETED]</i></p>	<p>AG: Line 22 – 28 Sec 14.30.765</p> <ul style="list-style-type: none"> • I am not well versed in retention policy, and need to defer to others • It is not clear how long after the first screening a student should receive a reading plan? Or how it is determined a student should exit a reading plan. • Wouldn't a student who is going to be retained need a diagnostic reading measurement rather than just relying on screenings? 	
<p>WORK DRAFT WORK DRAFT 314.50159/5</p> <p>1 (2) provide explicit and systematic instruction in phonological</p> <p>2 awareness, phonics, fluency, vocabulary, and comprehension, as necessary;</p> <p>3 (3) use reading instruction methods that are based on scientific</p> <p>4 research and have proven results in accelerating student reading achievement within a</p> <p>5 single school year;</p> <p>6 (4) include instruction with detailed explanations, extensive</p> <p>7 opportunities for guided practice, and opportunities for error correction and feedback;</p> <p>8 (5) incorporate daily targeted small group reading instruction based on</p> <p>9 student needs, either in person or online;</p> <p>10 (6) monitor the reading progress of each student's reading skills</p> <p>11 throughout the school year and adjust instruction according to student needs;</p> <p>12 (7) be implemented during regular school hours through any available</p> <p>13 method, including in person or through online delivery by teachers or specialty</p> <p>14 reading coaches;</p> <p>15 (8) be implemented outside of regular school hours for at least 70</p> <p>16 hours during the school year for a student who scores at the lowest achievement level</p> <p>17 on the statewide screening or assessment; and</p>	<p>Delete lines 6 to 9</p>	<p>Not in ESSA- C.2221.{20 U.S.C. 6641} Purposes; Definitions</p> <p>``SEC. 2221. &lt;&lt;NOTE: 20 USC 6641.&gt;&gt; PURPOSES; DEFINITIONS.</p> <p>See attachments from Nancy Duggan.</p>
<p>18 (9) be reviewed based on a department-approved response to</p> <p>19 intervention or multi-tiered system support models, addressing additional support and</p> <p>20 services needed to remedy identified needs.</p> <p>21 (b) In addition to the reading intervention services provided under (a) of this</p> <p>22 section, a school district shall provide an individual reading improvement plan for</p> <p>23 each student in grades kindergarten through three who is determined to have a reading</p> <p>24 deficiency based on the statewide screening or assessment. An individual reading</p> <p>25 improvement plan developed under this section must</p> <p>26 (1) be implemented not later than 30 days after identification of the</p> <p>27 reading deficiency;</p> <p>28 (2) be created by the student's reading teacher in consultation with the</p> <p>29 school principal, the student's parents or guardians, and other pertinent district staff;</p> <p>30 (3) describe the research-based reading intervention services the</p> <p>31 student will receive to achieve and demonstrate sufficient reading skills;</p> <p style="text-align: center;">-12- SSSB 6</p> <p style="text-align: center;"><i>New Text (Underlined) [DELETED TEXT BRACKETED]</i></p>		

Bill Language	Changes	Notes & Rationales if needed
<p>WORK DRAFT WORK DRAFT 31-L-0159/S</p> <p>(4) provide reading intervention services outside of regular school hours for a student who scores at the lowest achievement level on the statewide screening or assessment consistent with (a)(8) of this section; and</p> <p>(5) include a process for monitoring progress and adjusting the plan based on student needs.</p> <p>(c) If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, the district or school shall notify the student's parents or guardians in writing. The district or school shall provide the student's parents or guardians with updates on the student's progress every two weeks after the initial written notification. The initial written notification must</p> <p>(1) be provided to the student's parents or guardians not later than 15 days after identification of the reading deficiency;</p> <p>(2) state that the district identified the student as having a reading deficiency and that a reading improvement plan will be developed under (b) of this section;</p> <p>(3) describe current services that the district is providing to the student;</p> <p>(4) describe the proposed research-based reading interventions and supplemental instructional services and supports that the district will provide to the student to improve the identified area of reading deficiency;</p>	Line 1	
<p>(5) explain that the district or school will inform the parents or guardians in writing of the student's progress toward grade level reading at least every two weeks;</p> <p>(6) identify strategies for the parents or guardians to use at home to help the student succeed in reading;</p> <p>(7) explain that if the student has a reading deficiency at the end of the school year, unless the student receives an exemption under (f) of this section, the student may be prevented from progressing to the next grade level under (d) of this section; and</p> <p>(8) explain that a student in grade three should demonstrate sufficient reading skills to progress to grade four under (e) of this section, unless the student receives an exemption under (f) of this section.</p> <p>-13- SSSB 6 <i>New Text Underlined DELETED TEXT BRACKETED</i></p>	Line 27	
<p>WORK DRAFT WORK DRAFT 31-L-0159/S</p> <p>(d) If, not later than 45 days before the end of the school year, a teacher determines that a student in grades kindergarten through three has a reading deficiency, the student's teacher and other pertinent district staff shall meet with the student's parents or guardians to determine whether the student will be able to maintain adequate academic progress at the next grade level and discuss delayed grade level progression as an intervention strategy. School staff shall work with the parents or guardians to schedule a date, time, and place for the meeting and, if no parent or guardian attends the meeting, the teacher and school staff shall determine grade level progression.</p> <p>(e) A student in grade three should demonstrate sufficient reading skills to progress to grade four. A student demonstrates sufficient reading skills for progression by</p> <p>(1) scoring above the lowest achievement level on the statewide screening or assessment;</p> <p>(2) achieving an acceptable score on an alternative standardized reading assessment as determined and approved by the state Board of Education and Early Development; or</p> <p>(3) demonstrating mastery of reading standards through a student reading portfolio based on criteria established by the department.</p>	Delete [Delayed grade level progression].	<p>The term is gobbledygook, and says "retention" in eight syllables rather than three.</p> <p>A bigger problem is that it incorrectly implies that retention is an intervention method, when it is not. I have not seen data showing that retention by itself improves reading. Bob Griffin's Florida expert said that retention alone, holding reading instruction equal, gets no attribution for Florida reading improvements.</p>
<p>(f) A school board may exempt a student from delayed grade level progression for good cause. A good cause exemption is limited to</p> <p>(1) a student with a disability whose individualized education plan under AS 14.30.278 exempts the student from participation in the statewide screening or assessment;</p> <p>(2) a student with a disability who participates in the statewide screening or assessment and has an individualized education plan under AS 14.30.278 or a plan under 29 U.S.C. 794 that reflects that the student has received intensive reading intervention services for two years or more but still demonstrates a reading deficiency and was previously retained in kindergarten, grade one, grade two, or grade three;</p> <p>(3) a student who has received intensive reading intervention services</p> <p>SSSB 6 -14- <i>New Text Underlined DELETED TEXT BRACKETED</i></p>		

Bill Language	Changes	Notes & Rationales if needed
<p>WORK DRAFT WORK DRAFT 31-LS0159S</p> <p>1 for two or more years but still demonstrates a reading deficiency and who was 2 previously retained in kindergarten, grade one, grade two, or grade three; or 3 (4) a student whose primary language is other than English and who 4 has had less than two years of instruction in an English language learning program. 5 (g) A student's parents or guardians may request that the student receive a 6 good cause exemption under (f) of this section by submitting documentation to the 7 principal of the school in which the student is enrolled showing that an exemption is 8 appropriate. If the principal determines that the student meets one of the exemptions 9 under (f) of this section, the principal shall recommend to the school board in writing 10 that the school board grant the student a good cause exemption. The school board shall 11 accept or reject the principal's recommendation in writing and provide notice of its 12 decision to the student's parents or guardians and the principal. 13 (h) If a student is a candidate for delayed grade level progression, the district 14 or school in which the student is enrolled shall provide written notification to the 15 student's parents or guardians not later than 120 days before the end of the school year. 16 (i) If a student in grade three does not demonstrate sufficient reading skills for 17 progression to grade four under (e) of this section, the district or school in which the 18 student is enrolled shall provide written notification to the student's parents or 19 guardians not later than 30 days before the end of the school year. The written 20 notification must</p>		
<p>21 (1) state that the student did not demonstrate sufficient reading skills to 22 progress to grade four; 23 (2) explain the implementation of intervention or progression 24 strategies; 25 (3) describe the current services being provided to the student; and 26 (4) if the student's parents or guardians requested a good cause 27 exemption under (f) of this section and the school board rejected the request, include a 28 statement that the request for a good cause exemption was rejected and a copy of the 29 written notification the school board provided the parents or guardians under (g) of 30 this section. 31 (j) For a student who does not progress to the next grade level under (d) or (e)</p> <p style="text-align: center;">-15- SSSB 6 <small>How Does This Bill Affect? (LEGISLATIVE TEXT ABSTRACT)</small></p>		
<p>WORK DRAFT WORK DRAFT 31-LS0159S</p> <p>1 of this section, or who progresses to the next grade level with a good cause exemption 2 under (f) of this section, the district in which the student is enrolled shall 3 (1) review the student's individual reading improvement plan; 4 (2) provide intensive reading intervention services to improve the area 5 of reading deficiency using effective instructional strategies to accelerate student 6 progress; 7 (3) provide additional services and support to improve the student's 8 identified area of reading deficiency, including 9 (A) a transitional instructional setting that is designed to 10 produce learning gains; 11 (B) supplemental tutoring offered by a person with specialized 12 reading training; 13 (C) an increase in time dedicated to the reading instruction 14 methods described in (a)(3) - (5) of this section, including more extensive 15 opportunities for guided practice and error correction and feedback; 16 (4) a plan for reading at home outlined in an agreement with the 17 parents or guardians, including parent participation in training workshops and regular 18 parent-guided home reading activities.</p>	<p>At line 6, add <u>and shall establish</u> <u>intensive acceleration classes</u> <u>with reading instruction and</u> <u>intervention for the majority of</u> <u>student contact time each day</u> <u>and have a reduced teacher-to-</u> <u>student ratio.</u></p>	<p>The language copies from (k) below wrt fourth grade retainees.</p> <p>Let's not delay the most serious intervention until the student is held back at nine years old. Instead, provide that same level of help to the struggling first, second and third graders too.</p>
<p>19 (k) A district shall establish intensive acceleration classes for students retained 20 in grade three who were previously retained in kindergarten, grade one, or grade two. 21 The intensive acceleration classes must provide reading instruction and intervention 22 for the majority of student contact time each day and have a reduced teacher-to- 23 student ratio. 24 (l) In this section, "reading teacher" means a teacher certificated under 25 AS 14.20 who has demonstrated an effectiveness at instructing students to read at or 26 above grade level through student reading performance data and teacher performance 27 evaluations and who meets the requirements established by the state Board of 28 Education and Early Development in regulation. 29 Sec. 14.30.770. Department literacy program. (a) The department shall 30 establish a literacy program to provide direct support for and intervention in intensive 31 reading intervention services of not more than 10 participating schools at a time. State</p> <p>SSSB 6 <small>How Does This Bill Affect? (LEGISLATIVE TEXT ABSTRACT)</small></p>	<p>Line 22</p> <p>Starting on page 16, line 29, replace [literacy] with <u>reading</u> on pages 16 to 29.</p>	<p>The term literacy is too broad and deviates from the reading focus promoted by the bill's supporters.</p>

Bill Language	Changes	Notes & Rationales if needed
<p>WORK DRAFT WORK DRAFT 31-LS01598</p> <p>1 funding provided to participating schools for implementation of the literacy program is 2 in addition to the amount of funding provided under AS 14.17. In conducting the 3 program, the department shall</p> <p>4 (1) use the accountability system established in AS 14.03.123 to 5 identify low performing schools;</p> <p>6 (2) establish an application process for school districts to apply to 7 participate in the program;</p> <p>8 (3) select low performing schools from the schools that apply to 9 participate in the program;</p> <p>10 (4) employ and assign a reading specialist for each school selected to 11 direct the implementation of the intensive reading intervention services established 12 under AS 14.30.765 by</p> <p>13 (A) modeling effective instructional strategies for teachers by 14 working regularly with students as a class, in small groups, or individually;</p> <p>15 (B) coaching and mentoring teachers and staff in reading 16 instruction with an emphasis on prioritizing time in a manner that has the 17 greatest positive effects on student achievement;</p> <p>18 (C) training teachers in data analysis and using data to 19 differentiate instruction;</p>	<p>AG: Line 10 -1 2Sec 14.30.770 (4)</p> <ul style="list-style-type: none"> • You MUST make it clear what the training and specifications of the reading interventionist must be. AK does not have a specific reading endorsement. It is CRITICAL you outline the minimum qualifications of a reading interventionist!! • Make sure this section states that the reading intervention is based on evidence and science and the theoretical models are aligned with science based reading intervention. 	
<p>20 (D) leading and supporting reading leadership teams; and 21 (E) reporting on school and student performance to the 22 department;</p> <p>23 (5) establish a reporting process for each reading specialist and support 24 reading specialist to submit updates to the department on implementation of the 25 program;</p> <p>26 (6) work with reading specialists to create specific improvement goals 27 for each school selected, including measures of interim progress;</p> <p>28 (7) select and purchase additional reading material for each school 29 selected to supplement the intensive reading intervention services;</p> <p>30 (8) pay travel and associated costs for a reading specialist or support 31 reading specialist to attend relevant training sessions identified by or hosted by the</p> <p>-17- SSSB 6 View Text Underlined (DELETED TEXT DRAFTED)</p>	<p>Line 23, 31</p>	
<p>WORK DRAFT WORK DRAFT 31-LS01598</p> <p>1 department,</p> <p>2 (9) periodically review staff development programs for their 3 effectiveness in developing reading skills and, after consultation with school districts 4 and experts, recommend to the board for approval staff development programs that</p> <p>5 (A) have been proven to assess and accelerate student progress 6 toward reaching reading competency;</p> <p>7 (B) provide explicit and systematic skill development in the 8 areas of phonological awareness, phonics, fluency, vocabulary, and 9 comprehension;</p> <p>10 (C) are scientifically based and reliable;</p> <p>11 (D) provide initial and ongoing analysis of student progress 12 toward reaching reading competency; and</p> <p>13 (E) include texts on core academic content to assist students in 14 maintaining or meeting grade-appropriate proficiency in academic subjects in 15 addition to reading.</p> <p>16 (b) The department may employ and assign a support reading specialist for 17 each school selected to participate in the program, as necessary, to support the reading 18 specialist assigned under (a)(4) of this section or serve as a reading specialist for a 19 school's early education program.</p>	<p>Line 16</p>	
<p>20 (c) A school selected to participate in the literacy program established under 21 this section shall</p> <p>22 (1) ensure that a reading specialist assigned to the school is not 23 required to perform functions that divert from the duties the department has assigned 24 to the reading specialist;</p> <p>25 (2) coordinate with the reading specialist or specialists to redesign the 26 school's daily schedule to dedicate time to literacy program activities, including 27 intensive reading intervention services identified in a written agreement between the 28 school and the department;</p> <p>29 (3) present on the literacy program established under this section and 30 the intensive reading intervention services established under AS 14.30.765 at a public 31 meeting; the presentation must include</p> <p>SSSB 6 -18 View Text Underlined (DELETED TEXT DRAFTED)</p>		

Bill Language	Changes	Notes & Rationales if needed
<div>WORK DRAFT WORK DRAFT 31-LS01598</div> <div>1 (A) the data the department used to identify the school as</div> <div>2 eligible for the literacy program;</div> <div>3 (B) a detailed overview of the literacy program and intensive</div> <div>4 reading intervention services;</div> <div>5 (C) a timeline for implementing the intensive reading</div> <div>6 intervention services and meeting literacy improvement goals; and</div> <div>7 (D) the implications of the program for students, families, and</div> <div>8 educators;</div> <div>9 (4) provide notice of the public meeting required under (3) of this</div> <div>10 subsection to the parents or guardians of each student at least seven days before the</div> <div>11 date of the meeting;</div> <div>12 (5) present an annual update on the school's implementation of the</div> <div>13 literacy program and intensive reading intervention services at a public meeting with</div> <div>14 notice provided to the parents or guardians of each student at least seven days before</div> <div>15 the date of the meeting;</div> <div>16 (6) create partnerships between the school, the families of students,</div> <div>17 and the community that focus on promoting literacy and increasing the amount of time</div> <div>18 that students spend reading.</div> <div>19 (d) The department shall publish on the department's Internet website and</div> <div>20 make available to the public</div> <div>21 (1) a completed application from each school selected to participate in</div> <div>22 the literacy program;</div> <div>23 (2) the literacy program and intensive reading intervention services</div> <div>24 implemented by each school selected to participate; and</div> <div>25 (3) a data analysis conducted by an independent contractor of the</div> <div>26 success of the literacy program and intensive reading intervention services.</div> <div>27 (e) In this section, "reading specialist" means a teacher certificated under</div> <div>28 AS 14.20 who is employed and funded by the department and who meets the</div> <div>29 requirements established by the state Board of Education and Early Development in</div> <div>30 regulation.</div> <div>31 Sec. 14.30.775. Definition. In AS 14.30.760 - 14.30.775, "district" has the</div> <div>19 SSSB 6</div> <div>NEW TEXT UNDERLINED (UNSATISFIED TRACKING)</div>		
<div>WORK DRAFT WORK DRAFT 31-LS01598</div> <div>1 meaning given in AS 14.17.990.</div> <div>2 * Sec. 15. AS 47.17.290(12) is amended to read:</div> <div>3 (12) "organization" means a group or entity that provides care and</div> <div>4 supervision for compensation to a child not related to the caregiver, and includes a</div> <div>5 child care facility, pre-elementary school, <u>early education program</u>, head start</div> <div>6 center, child foster home, residential child care facility, recreation program, children's</div> <div>7 camp, and children's club;</div> <div>8 * Sec. 16. AS 14.03.135 is repealed July 1, 2031.</div> <div>9 * Sec. 17. The uncodified law of the State of Alaska is amended by adding a new section to</div> <div>10 read:</div> <div>11 TRANSITION. The Department of Education and Early Development shall conduct</div> <div>12 the performance ranking of all districts in the state required under AS 14.03.135(c), added by</div> <div>13 sec. 6 of this Act, on or before August 1, 2020.</div> <div>14 * Sec. 18. The uncodified law of the State of Alaska is amended by adding a new section to</div> <div>15 read:</div> <div>16 REPORT BY COMMISSIONER OF EDUCATION AND EARLY</div> <div>17 DEVELOPMENT. Not later than 30 days after the effective date of this Act, the</div> <div>18 commissioner of education and early development shall submit a report to the state Board of</div> <div>19 Education and Early Development describing the progress made to implement this Act.</div> <div>20 * Sec. 19. This Act takes effect July 1, 2020.</div> <div>SSSB 6</div> <div>NEW TEXT UNDERLINED (UNSATISFIED TRACKING)</div>	Line 25, 26	
<div>WORK DRAFT WORK DRAFT 31-LS01598</div> <div>1 meaning given in AS 14.17.990.</div> <div>2 * Sec. 15. AS 47.17.290(12) is amended to read:</div> <div>3 (12) "organization" means a group or entity that provides care and</div> <div>4 supervision for compensation to a child not related to the caregiver, and includes a</div> <div>5 child care facility, pre-elementary school, <u>early education program</u>, head start</div> <div>6 center, child foster home, residential child care facility, recreation program, children's</div> <div>7 camp, and children's club;</div> <div>8 * Sec. 16. AS 14.03.135 is repealed July 1, 2031.</div> <div>9 * Sec. 17. The uncodified law of the State of Alaska is amended by adding a new section to</div> <div>10 read:</div> <div>11 TRANSITION. The Department of Education and Early Development shall conduct</div> <div>12 the performance ranking of all districts in the state required under AS 14.03.135(c), added by</div> <div>13 sec. 6 of this Act, on or before August 1, 2020.</div> <div>14 * Sec. 18. The uncodified law of the State of Alaska is amended by adding a new section to</div> <div>15 read:</div> <div>16 REPORT BY COMMISSIONER OF EDUCATION AND EARLY</div> <div>17 DEVELOPMENT. Not later than 30 days after the effective date of this Act, the</div> <div>18 commissioner of education and early development shall submit a report to the state Board of</div> <div>19 Education and Early Development describing the progress made to implement this Act.</div> <div>20 * Sec. 19. This Act takes effect July 1, 2020.</div> <div>SSSB 6</div> <div>NEW TEXT UNDERLINED (UNSATISFIED TRACKING)</div>		