



Representative Harriet Drummond

Alaska State Legislature

Dear Task Force on Reading Proficiency and Dyslexia Members:

Attached you will find documents provided by the Alaska Department of Education and Early Development in response to questions we asked relating to the mission of HB 64 and the Task Force on Reading Proficiency and Dyslexia.

In this document you will find a series of questions we asked the Department, primarily relating to the ten tasks specified in HB 64. The ten tasks are as follows:

1. Examine effects of current statutes and regulations on reading proficiency outcomes
2. Examine the effects of Dyslexia on reading proficiency in the state and other jurisdictions
3. Examine dyslexia education instructional practices and laws in other jurisdictions
4. Examine educational reforms related to reading that have been implemented in the state and the reasons for the success or failure of those reforms at the local level
5. Evaluate and make recommendations regarding reading instructional practices for all public school students in the state
6. Evaluate and make recommendations regarding the diagnosis, treatment, and education of children affected by dyslexia
7. Evaluate and make recommendations regarding methods to improve reading proficiency and reading instruction for all public school students in the state
8. Evaluate and make recommendations regarding possible legislation or other policy recommendations to improve reading proficiency outcomes
9. Evaluate and make recommendations regarding methods to mitigate the effects of dyslexia on reading proficiency including, early screening (preschool -grade 3) etc., regular screening (grade 3-12), etc., and training of relevant staff
10. Identify evidence-based, multi-sensory, direct, explicit, structured, and sequential approaches to students affected by dyslexia.

Additionally, we sent the following additional requests for information to the Department:

Regarding PEAKS in the parent guide, within the ELA reporting category is Reading, Reading for Key Ideas and Craft along with Literary text and Informational text. In the state and district results of the PEAKS however, ELA results are reported but not reading specifically. See screenshots below.

English Language Arts Reporting Category	Performance
Reading	
Key Ideas and Details	
Craft and Structure/Integration of Knowledge and Ideas	

Reading Text Type Reporting Category

Performance

Literary Text



Informational Text



2018 – Performance Evaluation for Alaska's Schools (PEAKS)

Statewide Results

To view data disaggregated by subgroup, such as race/ethnicity, gender, and disability status, select the "Groups" link located at the end of each row.

All Grades					
Subject	Advanced/Proficient	Below Proficient/Far Below Proficient	Enrollment	Participation Rate	
	Count / Percentage ¹	Count / Percentage ¹			
English Language Arts	26,722 / 42.37%	36,341 / 57.63%	68,915	91.54%	Groups
Mathematics	23,084 / 36.68%	39,853 / 63.32%	69,018	91.36%	Groups

Grade 3					
Subject	Advanced/Proficient	Below Proficient/Far Below Proficient	Enrollment	Participation Rate	
	Count / Percentage ¹	Count / Percentage ¹			
English Language Arts	3,596 / 37.40%	6,018 / 62.60%	10,320	93.19%	Groups
Mathematics	4,274 / 44.48%	5,334 / 55.52%	10,333	93.11%	Groups

Grade 4					
Subject	Advanced/Proficient	Below Proficient/Far Below Proficient	Enrollment	Participation Rate	
	Count / Percentage ¹	Count / Percentage ¹			
English Language Arts	4,042 / 42.25%	5,525 / 57.75%	10,318	92.76%	Groups
Mathematics	4,546 / 47.50%	5,024 / 52.50%	10,329	92.80%	Groups

1. Statistically, how well do the ELA scores from the PEAKS correlate with the reading achievement levels that are reported to parents?
2. Is this information available to the Task Force?
3. Is the raw data available for review by the Task Force?

Finally, we asked for information on the following series of questions:

“In addition to the specific HB 64 Tasks listing the information that DEED can contribute (see below), we think that the following background content might be helpful for the Task Force members, especially for the public members.

Could DEED briefly address this background information in their presentation?

1. What is DEED’s responsibility in ensuring that all Alaskan students meet the Alaska State ELA Standards.
2. Explain the difference in how the State addresses their responsibility between SPED and Regular Education.
3. Explain the difference between the PEAKS ELA testing and Alternative Assessment ELA testing.”

We expect the Task Force to hear from the following staff from DEED as they respond to these questions:

Marcy Herman, Legislative Liaison

Paul Prussing, Division Director, Division of Student Learning

Deborah Riddle, CTE Director

Donald Enoch, Special Education Administrator

Although the Department may not be able to answer all of these questions, we look forward to discussing these documents with them at October 31 task force meeting.

Sincerely,

A handwritten signature in cursive script, reading "Harriet Drummond". The signature is written in dark ink and is positioned above the printed name.

Representative Harriet Drummond