

## SS Senate Bill 6 - Alaska Reads Act - Changes Forthcoming in CS - February 10, 2020

ITEM	Amend/Insert/Delete	Language / Changes	Justification / Consideration
1	Amend	Amends terms "literacy" used throughout bill to "reading"	To clarify and better align language with intent of the bill and modern vernacular
2	Insert	Parents as Teachers Program Language from SB 182 (2012)	Ensures the PAT program continues and ties into the high-quality early ed program work of SB 6.
3	Insert	K-3 educators, administrators and parents shall have an opportunity for annual commentary on the efficacy of the Alaska Reads Act. The department shall establish, by regulation, a tool for this purpose. Annually, the department shall convene a panel of K-3 educators, administrators and parents review the effectiveness of the Alaska Reads Act. The panel may convene electronically.	Ensure all stakeholders, parents, teachers, admin, students, have an opportunity to provide feedback on implementation and effectiveness of Alaska Reads Act.
4	Amend	Makes explicit that a previously retained student may not be retained a second time under the Alaska Reads Act.	policy decision, compromise;
5	Insert	Amends AS 14.03.080(d) by changing the date a child may enter kindergarten to June 1	policy decision, compromise;
6	Amend	Amends AS 14.03.080(g) by changing the date a child may enter preschool to July 1	Ensure a child is at least 4 when they enter preschool
7	Delete	As relates to the number of students within a district being retained from advancing to the next grade, Delete "and publish on the district's Internet website".	Duplicates efforts already being performed by DEED
8	Insert	districts shall report "the number of students assigned to each classroom in grades k-3"	Requires districts to report on class size.
9	Insert	"number and percentages of students in grades k-3 who demonstrated improvement on expected grade-level skills on...	Ensures districts will report on student improvement
10	Amends	Inserts "skills" after "grade level", to read "grade level skills"	Students are not assessed by grade in Kindergarten
11	Amend	<del>Five</del> two or more years of experiencing teaching	Reduces years of experience teaching kindergarten or another early education program, but requires additional coursework related to reading instruction as determined and required by the department.
12	Insert	coursework requirements will be established by the department in regulation	Align language with changes proposed by DEED and other states

13	Insert	"establish a waiver process for districts to apply to the commissioner to use an evidenced-based reading screening or assessment tool that is already in use in the district, to administer to students in..."	Establishes a waiver process for districts to continue to use their evidence-based reading screening or assessment tool that may already be in use by the district
14	Amend (SAME AS #16,18,30, below)	Replace "phonic" with "phonemic"	Fixes drafting error
15	Amend	Replace "science of reading" with "evidence based reading"	Clarification purposes, conformity/ consistency
16	Amend	Amends 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension	Clarification purposes, modern vernacular
17	Insert	Require consideration of the Recommendations from the 2018-19 Task Force on Reading Proficiency and Dyslexia	Ensure recommendations to department on screening or assessment tools meet needs of all students, and to honor the previous work of leaders in reading science.
18	Amend	Amends 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension	Clarification purposes
19	Amend	Amend 70 hour requirement to "...implemented outside of regular school hours as directed in the student's individual reading improvement plan"	Ensures intervention is dictated by student needs
20	Insert	"or in conference".	Allows a district or school to notify parents or guardians in writing <u>or in conference</u> after a student is identified as having a reading deficiency.
21	Delete	"written"	Aligns with above amendment. Deletes the requirement that the notification to parents be written.
22	Insert	"shall provide written notification".	Cleans up a proceeding section that would require a district or school to provide written notification to parents at 45 days.
23	Amend	Amend subsection (e ) (1): "scoring at a proficient or higher achievement level on the statewide screening or assessment tool or on the statewide summative assessment."	Clarifies language regarding which achievement level a student should achieve to be considered for grade progression
24	Amend	Removes "a" and replaces with "the"	Clarifies language regarding "a" statewide summative assessment to "the" statewide summative assessment
25	Delete	Removes "certified under AS 14.20", DEED certification standards	Removes potential barriers to ensure there is an existing pool of qualified reading teachers exist

26	Amend	As relates to notification that a 3rd grade student is subject to being retained, Change from 30 days notification to 45 days	Alignment/consistency with remainder of the bill
27	Insert	Insert definition of "evidence based reading intervention": means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral language skills, and reading comprehension.	Language provides definition for "evidence based reading intervention"
28	Amend	Adheres selection criteria for selection of 10 schools, based on lowest performing 10% of school as defined by AS 14.03.123	Ensures all comprehensive support schools meet the criteria to apply for school improvement resources.
29	Delete	Strike entire section (h), for redundancy (120 days to 45 notice of retention candidacy)	Redundant, Aligns with amended language from P 14, Line 12
30	Amend (SAME AS #18 above)	Amends 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension	Clarification purposes
31	Insert	<p>Inserts definition of "Reading specialist": A reading specialist: an applicant shall hold a professional teacher license with an endorsement in an approved content area; have completed an approved graduate program for the preparation of reading specialists at an accepted institution of higher education, including a supervised practicum or internship as reading specialist OR have three or more years of full-time, demonstrated classroom teaching experience where reading instruction was a primary responsibility; shall be knowledgeable about literacy instruction and shall have demonstrated competencies including:</p> <ul style="list-style-type: none"> <li>- Understanding of the Five Components of Reading Instruction as identified by the National Reading Panel;</li> <li>- Knowledge of and experience implementing effective reading instruction strategies and intervention methods;</li> <li>- Experience designing and implementing school-wide Response to Intervention (RTI) programs and/or Multi-Tiered Systems of Support (MTSS);</li> <li>- Understanding of and experience with reading/literacy screeners, including data analysis that informs instruction;</li> <li>- Knowledge of dyslexia and other learning disorders that affect reading achievement;</li> <li>- Knowledge of and ability to effectively articulate the methods, issues, and resources involved in support of student instruction to a wide variety of audiences including but not limited to staff, parents, and students with reading problems for whom English is not their native language;</li> </ul> <p>And shall have completed required Alaska Reads coursework as identified by the Department of Education and Early Development.</p>	To ensure education and professional requirements are clear

32	Inserts	Amends transition language: Allows department to use school accountability rankings from 2018-2019 and have that district ranking task completed by July 1, 2021.	Allows department to use previous school accountability rankings to determine the lowest performing 10% of districts while the district develops processes to rank districts.
33	Amend	Report by Commissioner of Education and Early Development. Not later than 3 months after the effective date of this Act, and continuing annually not later than the 30th legislative day of each regular session, the commissioner of education and early development shall submit a report to the state Board of Education and Early Development and the education committees of the Alaska House of Representatives and the Senate describing the progress made to implement this Act. The report will include information collected under AS 14.03.120 including data on how districts are using Inservice days for professional development	Amends language to require annually reporting by DEED to state Board of Education and education committees of both legislative bodies regarding implementation and effectiveness of this act.
34	Inserts	Amend language to create a "recognition" program	Recognizes teachers who are achievable school, district and departmental outcomes