



A L A S K A R E A D S

SUPPORTING STUDENTS' READING ACHIEVEMENT

The Role of the Local Board of Education

Presented by Region 16 Comprehensive Center



WHY DOES **READING** MATTER?

RECOMMENDED **RESOURCES:**



bit.ly/aasb22-resources



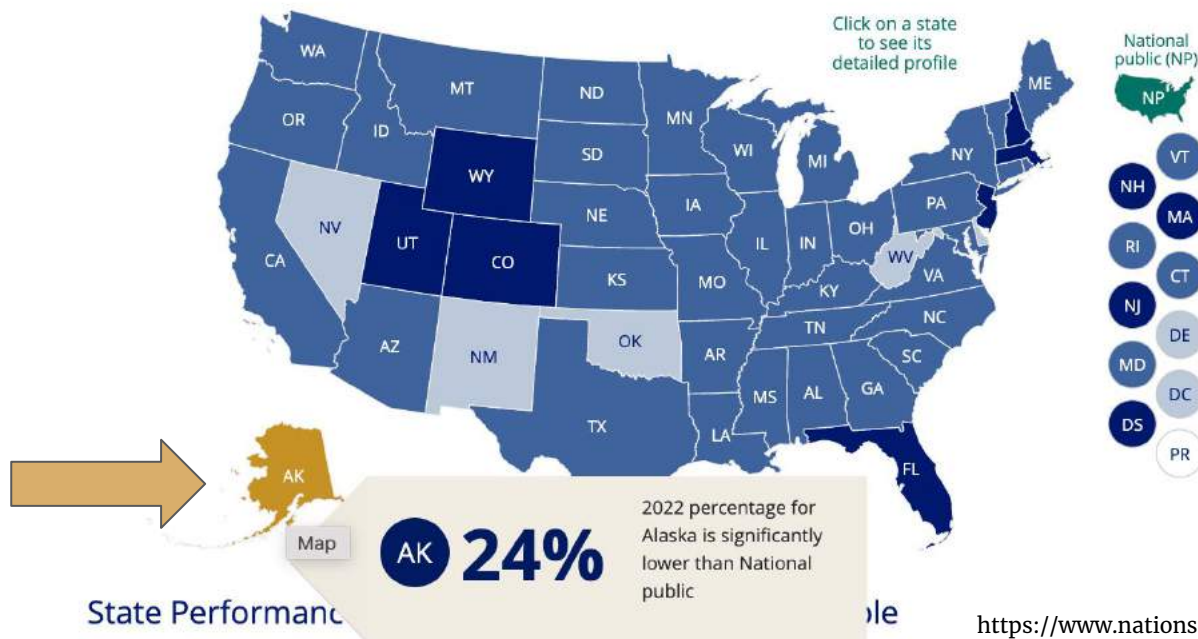
GRADE 4 | READING | 2022

ACHIEVEMENT LEVELS - at or above *Proficient*

2022



Reading, grade 4, Difference in percentage at or above Proficient between jurisdictions, for all students [TOTAL] = All students, 2022



<https://www.nationsreportcard.gov/>



State Performance Compared to the Nation: Data Table

Reading, Grade 4
Difference in average scale scores, percentage at or above Basic, percentage at or above Proficient, between all jurisdictions and National public, for All students [TOTAL], 2022

Click on column headers to sort data by scores for a student group or score differences

JURISDICTION	AVERAGE SCORE (0 - 500)		ACHIEVEMENT LEVEL PERCENTAGES	
	Score	Difference from National public (NP)	At or above Basic	At or above Proficient
DOED	235	19	80	50
Massachusetts	227	11	70	43
Wyoming	225	9	71	38
Florida	225	9	71	39
Colorado	223	7	68	38
New Jersey	223	7	67	38
New Hampshire	223	6	67	37
Utah	221	5	67	37
Connecticut	219	3	64	35
Pennsylvania	219	3	64	34
Hawaii	219	3	64	35
Montana	219	3	65	34
Nebraska	219	3	65	34

State Performance Compared to the Nation: Data Table

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CHANGE TABLE FORMAT OPTIONS

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State Performance Compared to the Nation: Data Table

Source: NAEP
 Difference in average scale scores, percentage at or above Basic, percentage at or above Proficient, between all jurisdictions and National public, for all students (primary, 2019)

NAEP scores are reported for all states and the District of Columbia. Scores are reported for all students (primary, 2019).

JURISDICTION	READING SCORES			MATH SCORES		
	SCORE	DIFFERENCE FROM NATIONAL PUBLIC	PERCENT AT OR ABOVE BASIC	SCORE	DIFFERENCE FROM NATIONAL PUBLIC	PERCENT AT OR ABOVE BASIC
Alabama	213	-3	59	213	-3	28
Maine	213	-3	60	213	-3	29
Maryland	212	-4	56	212	-4	31
Louisiana	212	-4	57	212	-4	28
Arkansas	212	-4	58	212	-4	30
Michigan	212	-4	58	212	-4	28
Nevada	212	-5	57	212	-5	27
Oregon	210	-6	56	210	-6	28
Delaware	208	-8	53	208	-8	25
Oklahoma	208	-8	55	208	-8	24
District of Columbia	207	-9	50	207	-9	26
West Virginia	205	-11	52	205	-11	22
Alaska	204	-12	51	204	-12	24
New Mexico	202	-14	48	202	-14	21
Puerto Rico	—	†	—	—	†	—

Legend: ↑ Significantly higher than National public; ♦ Not significantly different from National public; ↓ Significantly lower than National public

Alabama	213	-3	♦	59	28
Maine	213	-3	♦	60	29
Maryland	212	-4	♦	56	31
Louisiana	212	-4	♦	57	28
Arkansas	212	-4	♦	58	30
Michigan	212	-4	♦	58	28
Nevada	212	-5	↓	57	27
Oregon	210	-6	↓	56	28
Delaware	208	-8	↓	53	25
Oklahoma	208	-8	↓	55	24
District of Columbia	207	-9	↓	50	26
West Virginia	205	-11	↓	52	22
Alaska	204	-12	↓	51	24
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↑ Significantly higher than National public
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<https://www.nationsreportcard.gov/>



WHY DOES READING MATTER FOR STUDENTS IN YOUR DISTRICT?



SPRING 2022

ASSESSMENT RESULTS

AVAILABLE NOW



<https://education.alaska.gov/>



AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

3rd Grade

	Advanced / Proficient		Approaching Proficient / Needs Support				
Subgroup	Count	Percentage ¹	Count	Percentage ¹	Enrollment ²	Participation Rate	Group
English Language Arts	1,653	20.59%	6,375	79.41%	9,724	82.33%	View

<https://education.alaska.gov/>



Alaska System of Academic Readiness (AK STAR)

3rd Grade (English Language Arts)

Subgroup	Advanced / Proficient		Approaching Proficient / Needs Support		Enrollment ²	Participation Rate
	Count	Percentage ¹	Count	Percentage ¹		
All Students	1,653	20.59%	6,375	79.41%	9,724	82.33%
Male	736	17.93%	3,369	82.07%	4,965	82.42%
Female	917	23.37%	3,006	76.63%	4,759	82.24%
African American	21	11.17%	167	88.83%	211	88.63%
Alaska Native/American Indian	93	5.20%	1,694	94.80%	1,998	89.19%
Asian/Pacific Islander	113	15.50%	616	84.50%	802	90.90%
Caucasian	1,097	30.83%	2,461	69.17%	4,697	75.54%
Hispanic	109	18.02%	496	81.98%	694	86.46%
Two or More Races	220	18.95%	941	81.05%	1,322	87.75%
Economically Disadvantaged	446	11.98%	3,278	88.02%	4,414	84.19%
Not Economically Disadvantaged	1,207	28.04%	3,097	71.96%	5,310	80.79%

<https://education.alaska.gov/>



THE RESEARCH SAYS:

“Unless they receive appropriate reading instruction, over 70% of children entering first-grade at-risk for reading failure will continue to have reading problems into adulthood.”

- Dr. G. Reid Lyon. “Why Do Some Children Have Difficulty Learning to Read? What Can Be Done About it?.” 2003. *Perspectives*, 29(2), 17-19.



ALASKA READS ACT

The Alaska Reads Act

District Reading Intervention

Each school district is required to offer intensive reading intervention services based on the students in K-3 who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of third grade. Intervention services must be based on the Science of Reading. Reading intervention must be provided in addition to, not in replace of, the core reading instruction which is provided to all students in a general education classroom.



ALASKA'S ORAL TRADITION

- Examples of indigenous words: Please share!
- “Children learn the language in which they’re loved.”
 - Louisa Moats
- Vocabulary of print differs from vocabulary of conversation (academic language)
 - Once upon a time, therefore, however
- Individual words are the bricks, language structures are the mortar
- Storytelling and talking to children helps build *reading skills*

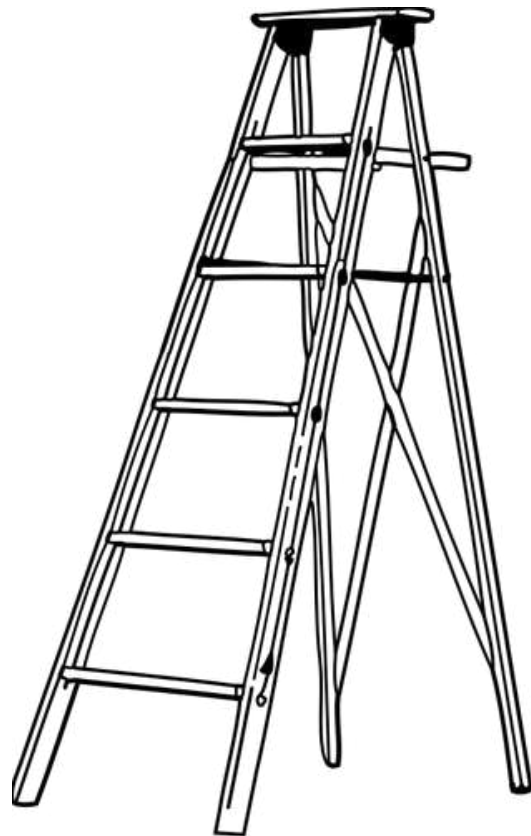


HOW LANGUAGE IS ACQUIRED

- Receptive language
- Expressive language
- Reading vocabulary
- Writing vocabulary

Alaska's Reading Playbook

Page 30



STORYTELLING: ORAL CULTURE

READING ALOUD TO CHILDREN: PRINT CULTURE

- We use the same neural pathways for listening and reading comprehension
- 1,000,000 references to the value of reading aloud to children
- The National Institute of Health estimates that only 5% of young readers have cognitive impairments that are severe enough to prevent them from acquiring the skills they need to become fluent readers. **95% of ALL STUDENTS CAN LEARN TO READ.**





YOUR DISTRICT'S MISSION STATEMENT

EFFECTIVE SCHOOL BOARDS...

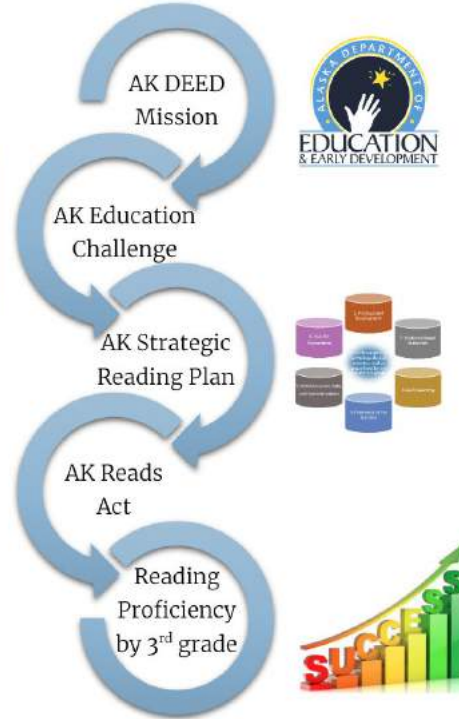
- Commit to a **vision of high expectations for student achievement and quality instruction** and define clear goals toward that vision.
- Have strong shared beliefs and values about **what is possible for students and their ability to learn**, and of the system and its ability to **teach all children at high levels**.
- Are **accountability driven**, spending less time on operational issues and more time **focused on policies to improve student achievement**.
- Are **data savvy**: they embrace and monitor data, even when the information is negative, and use it to **drive continuous improvement**.
- **Align and sustain resources**, such as professional development, to meet district goals. Effective boards **see a responsibility to maintain high standards** even in the midst of budget challenges.

NASB – Center for Public Education (2011)



AK READS: OUR **WHY**

OUR JOURNEY TO IMPROVE READING



AN EXCELLENT EDUCATION FOR EVERY STUDENT EVERY DAY





REDEFINING OUR LEADERSHIP: A GUIDING COALITION

STRATEGIC ALIGNMENT: OUR **HOW**

IMPLEMENTATION SCIENCE = INTENTIONALITY

LET IT HAPPEN: Passive, unplanned, untargeted spread of training

HELP IT HAPPEN: Targeted distribution of information on training, materials, and expectations to specific audiences

MAKE IT HAPPEN: Strategically adopting training and change patterns of practice in specific settings



AK READS PROGRESS DASHBOARD

Alaska Reads Initiative: Strategic Plan Progress Dash...

The top priority of Alaska's Education Challenge is to "support all students to read at grade level by the end of third grade." [See More](#)

Dashboard Main Table Gantt +

Integrate Automate

New Project

+ Add widget

Search

Person

Filter

Welcome!

Alaska Reads: Strategic Plan Progress Dashboard

The top priority of [Alaska's Education Challenge](#) is to "support all students to read at grade level by the end of third grade." Alaska DEED's goal in support of this priority is to provide support to schools and districts so that all students read at grade level by the end of third grade.

The **AK Reads Strategic Plan Progress Dashboard** provides a visual overview of the various components and activities being undertaken by the Alaska Department of Education and Early Development (DEED), Region 16 Comprehensive Center (R16CC), and their direct grantees and contractors. **Six overarching categories** have been identified to organize the efforts required to realize the Education Challenge's top priority and the corresponding Department goal.

- Click [here](#) to view DEED's *Introduction to Alaska's Strategic Reading Plan*
- Click [here](#) to view the plan's **six strategy categories**, components, stakeholder reach, and investment details
- Click [here](#) to view the plan as a **Gantt chart**
- Scroll down for *Alaska Reads Act* alignment and additional at-a-glance information

Stakeholder/Participant Reach

119,496

Participant Reach by Strategy

100,000

80,000

82,696



STRATEGIC ALIGNMENT LEADERSHIP SUMMIT: OUR **WHO**

Agencies & Organizations:

- DEED
- NEA-AK
- ASDN
- AASB
- UA + PACE
- EC / Head Start
- ACSA
- SERRC
- R16CC

Statewide Sample – Districts & Roles:

- FNSBSD – Large District
- Delta – Medium District
- Dillingham – Small District
- LKSD – Immersion Program
- BBBSD– Early Childhood
- AGSD – Curriculum/Staff Development
- LYSD – Curriculum/Staff Development



STRATEGIC ALIGNMENT IN YOUR DISTRICT: **WHO?**





BEING INTENTIONAL

YOUR DISTRICT'S STRATEGIC READING PLAN

KEYS TO IMPROVING **STUDENTS' READING ACHIEVEMENT**

INTENTIONALITY + STRATEGIC ALIGNMENT

STRATEGIC: *necessary to or important in the initiation, conduct, or completion of a strategic plan*

ALIGNMENT: *the act of aligning or state of being aligned; especially : the proper positioning or state of adjustment of parts*



BE **INTENTIONAL** ABOUT YOUR EFFORTS

> **Strategy 1: Professional Learning**

22 Projects

> **Strategy 2: Evidence-Based Curriculum Materials**

9 Projects

> **Strategy 3: Early Learning**

5 Projects

> **Strategy 4: Frameworks for Success**

10 Projects

> **Strategy 5: Communication, Networks, & Stakeho...**

14 Projects

> **Strategy 6: Teacher Preparation & Retention**

4 Projects



QUESTIONS TO ASK:

- What is the percentage of students at the district level and school level that meet or exceed proficiency on elementary English Language Arts AK STAR assessments? (Look at subgroups, too.)
- What is our district literacy screener for students in K-2? Do all schools use it? Who reviews the data? What happens next?
- How many students at each school have a significant reading deficiency?
- What reading programs and interim assessments are being used at district schools in K-3? Are the programs aligned with the science of reading?
- How are paraprofessionals who work with small groups being trained in the science of reading?

Adapted from The Science of Reading: What Every Colorado Board Member Should Know (2021)



QUESTIONS TO ASK:

- Are we ensuring ongoing professional development to support the use of instructional and intervention materials?
- Are we consistently using curriculum dollars to ensure high quality literacy instructional materials are in the hands of every teacher, including intervention materials?
- How are teachers responsible for reading instruction being evaluated?
- Are our school administrators and principals aware of the science of reading-focused professional learning opportunities provided (at no charge) by the state, and how many are taking advantage of these trainings?
- How can I become a champion for literacy in my district?

Adapted from The Science of Reading: What Every Colorado Board Member Should Know (2021)



WHAT NEXT?

- Learn more about learning to read!
- As a board, settle on YOUR reading “Why”
- Revisit your strategic plan: Is READING addressed?
- Revisit your board policy - 6000 Series
- Review your interview questions for K-5 new hires
- Ask good questions about assessment results
- Support high quality professional learning for ALL staff

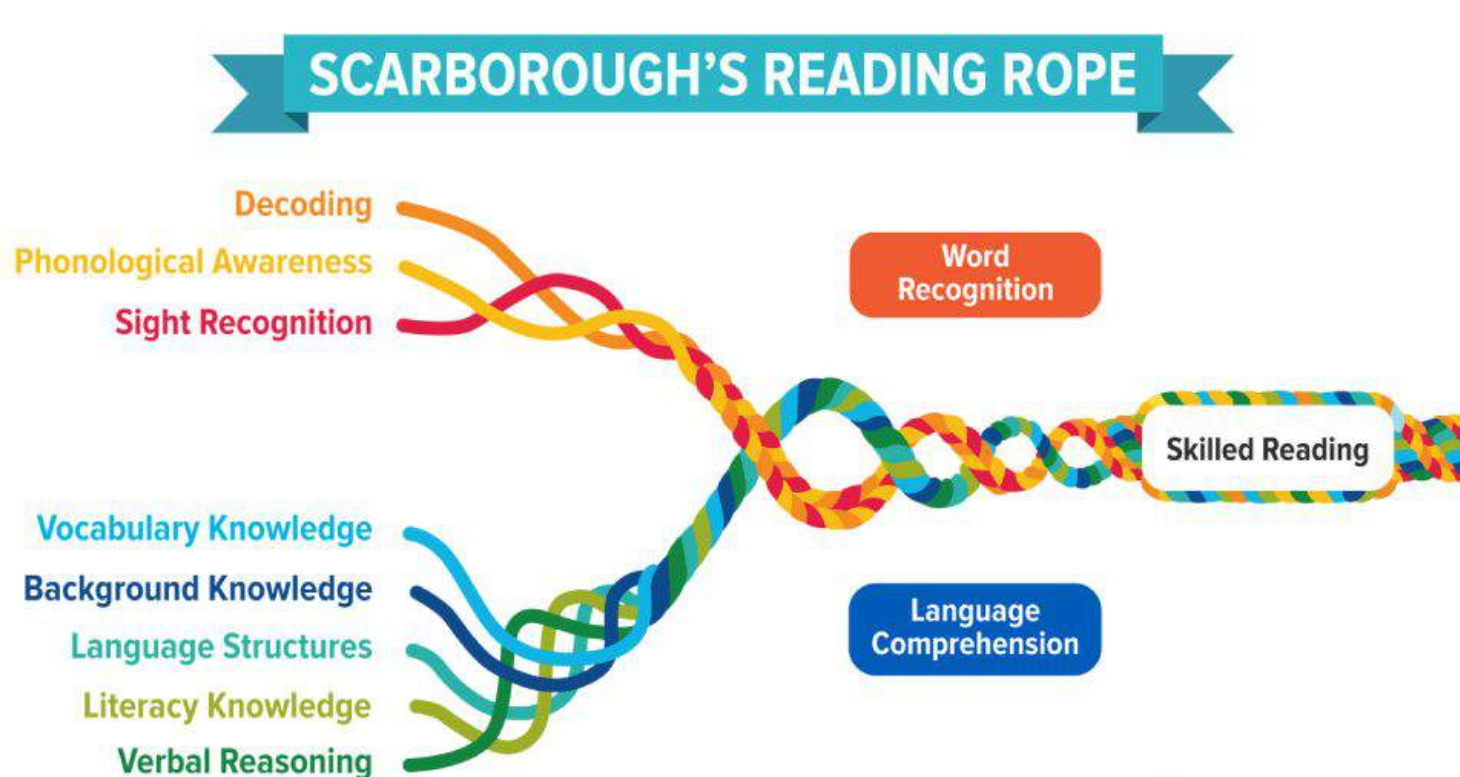


ANSWER THE QUESTION FOR **YOURSELF**:

- ARE **YOU** WILLING TO DO WHAT IT TAKES SO THAT ALL STUDENTS IN YOUR DISTRICT HAVE THE OPPORTUNITY TO BECOME **PROFICIENT READERS**?



LEARNING TO READ and TEACHING READING IS **COMPLEX**



ADVOCATING FOR EXCELLENCE IN READING **IS EASY**

"When we
know better,
we do
better."

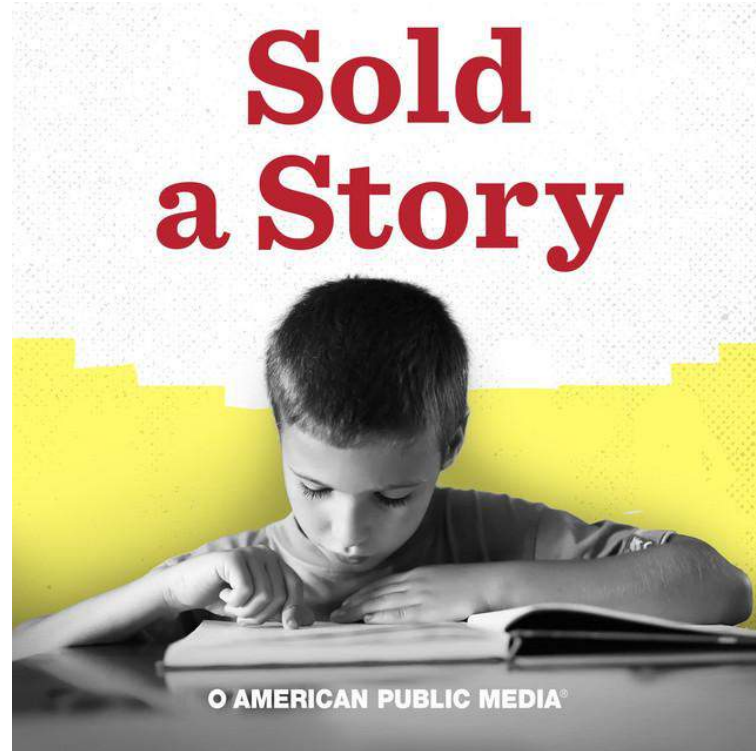
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The Reading League
<https://www.thereadingleague.org/>



RECOMMENDED **RESOURCES:**



bit.ly/aasb22-resources

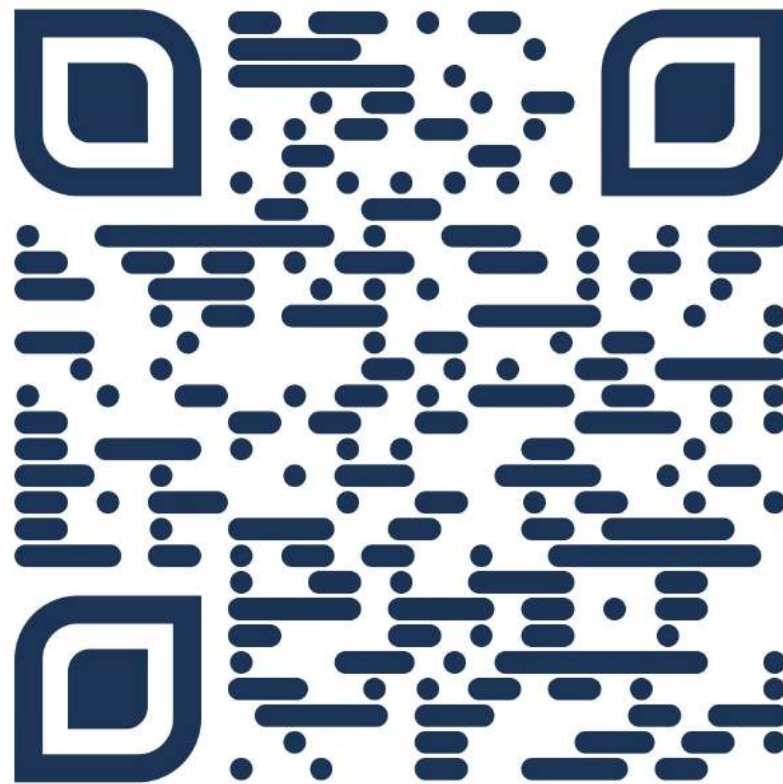


FOCUS ON EDUCATING STUDENTS

We need to remind ourselves daily what our job is-to educate students. And we need to remind our communities daily what our job is-to educate students. If we really believe that the hope of the future lies in the young people of our nation, state and communities, then our vision must reflect that belief. We cannot be sidetracked into issues that are not about education. Many would have the schools being all things to all people. We do not have the resources to accomplish all things. The way to send that message is to have a vision that focuses students, board members and the entire community on the task at hand-educating students.



EXIT TICKET



bit.ly/aasb22-survey



ASSOCIATION OF ALASKA SCHOOL BOARDS **EQUITY DAY**

Thank you for joining us

Tamara Van Wyhe
tamarav@serrc.org



Alecia Gardner
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