

ALABAMA LITERACY ACT Community Task Force Meeting



INSPIRE • CHALLENGE • EMPOWER
EVERY STUDENT • EVERY DAY

WHAT IS THE PURPOSE OF THIS BILL?

- Requires **all students** in **Grade 3** to demonstrate mastery of required reading standards **for promotion to 4th grade** beginning with the 2021-22 school year.
- Implements **steps** to improve reading proficiency of public school kindergarten - third grade students to ensure those students are able to read at or above grade level by the end of 3rd grade.

Components for Successful Implementation of Alabama's Literacy Act

1. State Superintendent of Education Requirements
2. State Literacy Task Force Requirements
3. Local Educational Agency Requirements
4. Ongoing Collaboration between the ALSDE, State Literacy Task Force, Local Educational Agencies to ensure successful full implementation



THE ALABAMA READING INITIATIVE

July 9, 2019 | Alabama State Board of Education Work Session

LOCAL EDUCATION AGENCY REQUIREMENTS



SCOTTSBORO CITY SCHOOLS TRENDS K-3

| POVERTY 2014-15 | POVERTY 2019-20 | EL 2014-15 | EL 2019-20 | Special Education 2014-15 | Special Education 2019-20 |
|--------------------|--------------------|---------------|---------------|------------------------------|------------------------------|
| 50.3% | 59.2% | 5 (0%) | 52 (0.7%) | 76 (0.10) | 101 (13.7%) |

| | 2014-15 | 2019-20 |
|--------------|---------|---------|
| Kindergarten | 202 | 187 |
| First | 205 | 203 |
| Second | 191 | 181 |
| Third | 183 | 167 |
| OVERALL | 781 | 738 |

COMPREHENSIVE CORE READING PROGRAM

1. Curriculum based on Science of Reading
2. Instructional time (150 minutes)
3. Tiered Framework
4. Multisensory Language Instruction
5. Daily small group intervention built into framework
6. Reading Assessments - include screening and diagnostic capabilities for monitoring student progress.
7. Evaluation of all students after each grading period; progress sent home to parents.

ARI LOCAL READING SPECIALISTS

1. Participate in ALL ALSDE ARI training.
 2. Provide intensive, ongoing PD that is customized for teachers.
 3. Facilitate school-wide PD.
 4. Model effective reading instruction strategies.
 5. Coach and mentor teachers daily. ****Greatest impact on student achievement.**
 6. Facilitate data analysis.
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PROFESSIONAL DEVELOPMENT

1. All K-3 teachers ARI trained.
 2. Teacher participation in MultiSensory Strategies (Orton Gillingham)
 3. Teacher participation in the Science of Reading Training (LETRS)
 4. Dyslexia training
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DIBELS MID-YEAR SUMMARY DATA

| MID-YEAR SUMMARY | 2018-19 | 2019-20 | Gains |
|-----------------------------------------|---------|---------|-------|
| Kindergarten (Letter Naming Fluency) | 59% | 68% | +9% |
| First Grade (Oral Reading Fluency) | 58% | 74% | +16% |
| Second Grade (Oral Reading Fluency) | 66% | 70% | +4% |
| Third Grade (Oral Reading Fluency) | 67% | 73% | +6% |

INDIVIDUAL STUDENT READING PLANS

1. Parents of K-3 students identified with reading deficit will be notified within 15 days of identification.
 2. A reading improvement plan will be developed to include description of services (including dyslexia specific interventions, including supplemental services.
 3. Monthly notification of progress.
 4. Strategies and resources for home support.
 5. Notification of promotion to 4th grade
 6. Options to demonstrate reading proficiency: assessment, test-based portfolio option, alternative reading assessment option.
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SUMMER READING CAMPS

1. Provide summer reading camp to ALL K-3 students identified with reading deficiency, staffed with highly effective reading teachers, including **a minimum of 70 hours** of scientifically-based reading instruction and intervention.
 2. Administer assessment system at the beginning and end of camp to measure student progress.
 3. **REQUIRED FOR LOWEST PERFORMING 5% OF ELEMENTARY SCHOOLS.**
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INCOMING 3RD GRADERS WITH IDENTIFIED READING DEFICIENCY

1. In **addition** to existing structure:
 - Taught in a **reduced student-ratio setting.**
 - Provide more intensified reading.
 - Receives daily targeted small group reading intervention **outside of scheduled ELA time.**
 - Provide before/after-school or both supplemental reading opportunities
 - Provide read-at-home plan.

ACCOUNTABILITY REPORTING SYSTEM

1. Submit required data to State Superintendent:
 - Number of students in K-3 with identified reading deficiency;
 - Dyslexia Characteristics;
 - Summer Programs;
 - Retained Students by grade level;
 - Teacher Professional Development (OG, LETRS, Dyslexia Specific)

**Questions,
Comments?**

Amy Childress

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**Thank you, IMPACT Learning Center,
for sponsoring today's Lunch and
Learn!**

**Thank you to everyone for attending and your
partnership!**