



# Annual Report

ALABAMA STATE DEPARTMENT OF EDUCATION

DECEMBER 2021 ERIC G. MACKEY, Ed. D. STATE SUPERINTENDENT

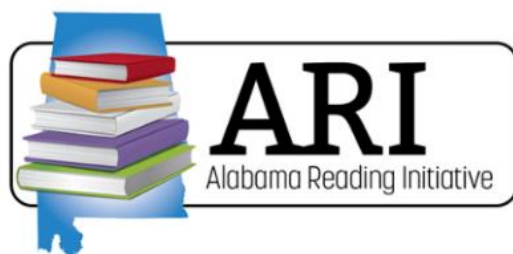


**Alabama Math, Alabama Reading Initiative (ARI)**  
Including Alabama Literacy Act Annual December Reporting Requirements

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# ALABAMA READING INITIATIVE



## OVERVIEW

### Background

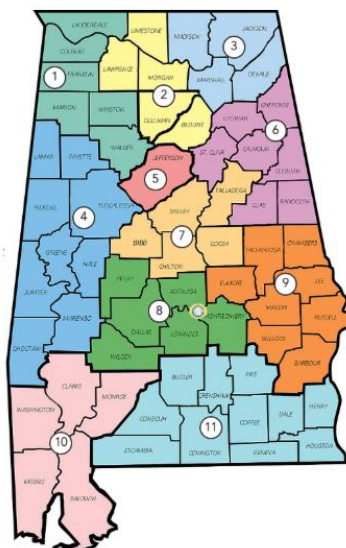
The Alabama Reading Initiative's (ARI) ultimate mission, since its inception in 1997, has been to improve literacy statewide, understanding that all components of the science of reading work together to ensure all students are skillful readers, writers, speakers, and listeners. The Alabama State Department of Education (ALSDE) and the ARI are determined to reestablish fidelity to its original goal of having all students in grades kindergarten through third grade reading on or above grade level by the end of third grade. Through the implementation of the *Alabama Literacy Act*, the ARI's consistent determination and continued increased funding are set to move Alabama forward.

### ARI Staff

The ARI currently has eight full-time ALSDE staff members: one program coordinator, one education administrator, five education specialists, and one administrative support assistant. There are three part-time contract staff members that work in conjunction with the ALSDE staff to support the Alabama LETRS project. There are 57 Regional Literacy Specialists (RLS); 51 full-time and six part-time who support 11 Regional Inservice Centers. There are 18 Regional Literacy Leadership Specialists (RLLS); 13 full-time and five part-time who support the eleven Regional Inservice Centers. These regional specialists support more than 16,000 kindergarten through third grade Local Reading Specialists, teachers, and administrators across the state.

- Region 1 – 7 Regional Specialists – 3 RLLS, 4 RLS
- Region 2 – 7 Regional Specialists – 2 RLLS, 5 RLS
- Region 3 – 8 Regional Specialists – 2 RLLS, 6 RLS
- Region 4 – 7 Regional Specialists – 2 RLLS, 5 RLS
- Region 5 – 14 Regional Specialists – 2 RLLS, 12 RLS
- Region 6 – 4 Regional Specialists – 1 RLLS, 3 RLS
- Region 7 – 3 Regional Specialists – 1 RLLS, 2 RLS
- Region 8 – 9 Regional Specialists – 2 RLLS, 7 RLS
- Region 9 – 9 Regional Specialists – 2 RLLS, 7 RLS
- Region 10 – 11 Regional Specialists – 4 RLLS, 7 RLS
- Region 11 – 7 Regional Specialists – 2 RLLS, 5 RLS

**Note: Some specialists serve in more than one region.**



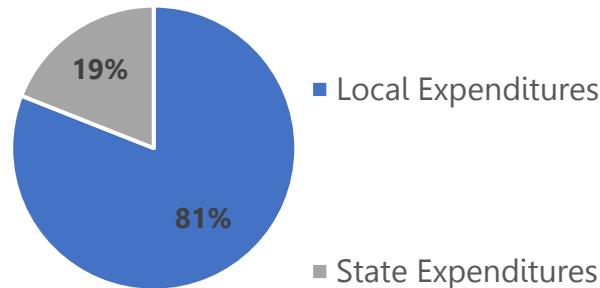
## BUDGET AND FUNDING

### Report of the ARI FY21 Expenditures

During the 2020-2021 school year, state funding provided regional ARI support staff to all the ARI funded Local Reading Specialists. Regional specialists provide supports to approximately 772 kindergarten through third grade schools across the state. The vast majority of the ARI's budget is transferred directly to the local education agencies (LEA).

FY21 detailed expenditures are provided below.

#### The ARI FY21 Budget \$78,239,601



LEA Allocations - 81%	State Allocations - 19%
<p>Allocations were sent directly to each school district for the purpose of providing coaching to support kindergarten through third grade teachers in implementing literacy instruction, intervention, and assessments:</p> <ul style="list-style-type: none"> <li>Local Reading Specialists (LRSs) in Grades kindergarten through third grade <ul style="list-style-type: none"> <li>LEAs having one school with grades kindergarten through third grade received \$80,000.</li> <li>LEAs with multiple schools containing any combination of grades kindergarten through third grade received \$52,881 per school to partially fund one Local Reading Specialist per campus. A total of \$40,685,884 was allocated for LRSs.</li> </ul> </li> <li>Regional Literacy Specialists</li> <li>Dyslexia Learning Labs in each of the 11 Regional Inservice Centers</li> <li>Language Essentials for Teachers of Reading and Spelling (LETRS)</li> <li>Alabama Summer Reading Achievement and Summer Reading Camp Allocations</li> <li>State grants to support <i>Alabama Literacy Act</i> implementation</li> </ul>	<p>The remaining ARI state allocation supported the following:</p> <ul style="list-style-type: none"> <li>ARI State Staff</li> <li>Multisensory Structured Language Education (MSLE) training with the Shelton School</li> <li>Neuhaus Education Center Professional Learning in the Science of Reading</li> <li>Professional learning (state and national training), instructional materials, and resources for state, regional, LEA, and school staff (including intervention grants)</li> <li><i>Dyslexia: An Overview</i> Train-the-Trainer professional learning for the ARI State and Regional Specialists</li> <li>Multi-Year External Evaluations <ul style="list-style-type: none"> <li>PARCA: Evaluation of the Alabama Reading Initiative and Science of Reading Implementation</li> <li>UAB-Alabama Literacy Act Evaluation</li> <li>UA-Teacher Knowledge Measure of Foundational Reading Constructs</li> <li>Barksdale Institute -Institutions of Higher Education and the Implementation of the Science of Reading</li> </ul> </li> </ul>

## **FY22 Planning**

- Local Reading Specialists
- Ongoing Tiered Expansion of Regional Literacy Specialists
- Science of Reading and Multisensory Strategies Professional Learning (current support for LETRS training, MSLE, etc.)
- Literacy Task Force
- Certified Academic Language Therapists (CALT) incentive
- Early Literacy Assessment, Kindergarten Entry Assessment - Alabama Kindergarten Inventory of Developing Skills (AlaKiDS)
- Tutoring During School and Before/After School
- LETRS Elementary, LETRS for Early Childhood Educators, and LETRS for Administrators Courses
- Neuhaus Literacy Leadership Institute
- Regional Literacy Leadership Specialists Professional Learning
- Increased Dyslexia Awareness Simulation Professional Learning support for the LEAs

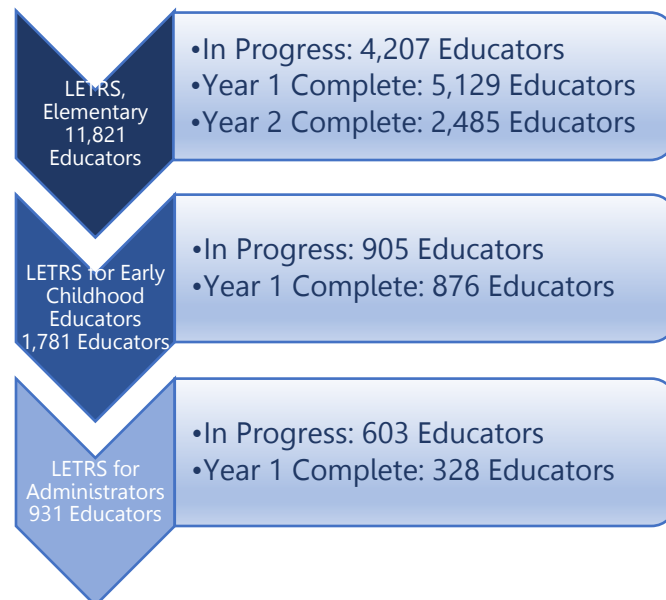
## **Literacy Act Provisions** - \$18,493,748 – 99% given to LEAs for summer camp

- Summer Reading Camps (including the Alabama Summer Achievement Program) will be funded with federal funds for the next two summers.

## **PROFESSIONAL LEARNING**

### **Language Essentials for Teachers of Reading and Spelling (LETRS) Training**

The LETRS course is a dynamic, blended model of professional development for instructors of reading, spelling and related language skills. LETRS accelerates teacher knowledge by translating the science of reading research into practical guidance. The Alabama LETRS project began in 2018 with approximately 200 educators from across the state. Since its inception, over 14,500 educators have begun their journey through the science of reading by engaging in LETRS Elementary, LETRS for Early Childhood Educators (ECE), and/or LETRS for Administrators. As of December 2021, over 3,500 educators have completed LETRS. In partnership with Voyager Sopris Learning, the Alabama Reading Initiative staff guide educators through classroom application of new concepts by bridging gaps in conceptual understanding and modeling instructional approaches that help students learn to read and write.

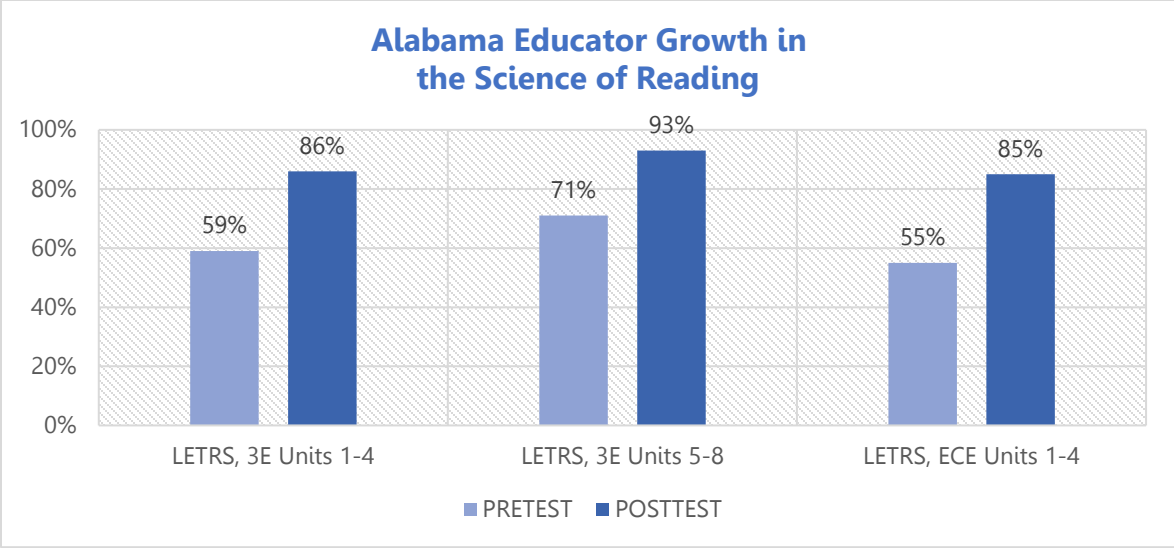


**\*Note: One educator may have completed multiple courses.**

Both the LETRS Elementary the LETRS ECE courses begin with a preassessment designed to measure educator knowledge of teaching reading. Comparing the preassessment results with the post assessment results documents educator growth in the science of reading.

Over 5,000 Alabama educators have completed LETRS Elementary Units 1-4. These first four units focus primarily on word recognition. Of those educators, approximately 2,485 have completed both Units 1-4 and Units 5-8. While Units 5-8 highlight language comprehension, the course in its entirety gives educators the in-depth professional development needed to become effective teachers of reading and writing.

More than 850 Alabama educators have completed LETRS ECE. This early literacy foundations course is specially designed for educators of young children to support instruction in oral language and vocabulary, knowledge of letters, and phonological awareness.



The Alabama State Department of Education deferred to the expertise of our partners at Voyager Sopris Learning to determine the qualifications needed to complete both LETRS Elementary and LETRS Early Childhood with mastery. Educators who have achieved mastery in LETRS Elementary have completed online instruction in all eight LETRS Elementary units supported by the manual, attendance in live training sessions facilitated by expert LETRS trainers, and a score at or above 80% on both the Units 1-4 Posttest and the Units 5-8 Posttest. Mastery in LETRS Early Childhood also requires educators to have completed online instruction in all four LETRS Early Childhood units supported by the manual, attendance in live training sessions facilitated by expert LETRS trainers, and a score at or above 80% on the Units 1-4 Posttest. To date, 1,897 Alabama educators have achieved mastery status in LETRS Elementary, and 687 Alabama educators have achieved mastery status in LETRS ECE. The state of Alabama used state set aside, ESSR-2 allocation, to provide a one-time stipend of \$1,000.00 to eligible candidates achieving mastery status (as well as \$200 for benefit costs). These candidates must be properly certified in the state of Alabama, employed full-time in an Alabama public K-12 school or public independent school, and currently teach foundational literacy skills.

There is a new section that has been added to the Alabama Teacher Certification Portal. The section is entitled, "ALSDE Specialized Training." Educators who have completed LETRS Elementary or LETRS Early Childhood and attained mastery status will have this specialized training notated in the portal.

Additionally, collaboration with the Department of Early Childhood Education has continued to support their addition to this stipend for the Alabama First-Class Pre-K teachers who have earned mastery status.

### **Neuhaus Education Center Professional Learning**

During the summer of 2021, 116 teachers participated in *Language Enrichment* and *Reading Readiness*. This 36-hour training in the science of reading was facilitated by Neuhaus Education Center. Neuhaus Education Center is accredited by the International Dyslexia Association (IDA). Based on pre and post assessments, this professional learning opportunity resulted in an average increase in teachers' knowledge of the science of reading by 18%.

In addition, 62 teachers participated in *Language Enrichment for Older Children*. This 30-hour science of reading professional learning opportunity is designed for teachers who teach grades 4-8. Based on pre and post assessments, these teachers increased their knowledge of the science of reading by an average of 12%.

### **Other Professional Learning for Kindergarten through Third Grade Teachers**

Local schools self-reported the following information via the 2020-2021 Comprehensive Report. Based on this data, the ARI will offer additional dyslexia awareness and multisensory strategies professional learning sessions during FY22 to increase the percentage of kindergarten through third grade teachers trained in dyslexia awareness and multisensory strategies during the 2021-2022 school year.

<b>41%</b>	Alabama kindergarten through third-grade teachers have completed Dyslexia Awareness Training More than 2,000 educators were trained during the 2020-2021 school year. The average preassessment score was 44%. The average post assessment score was 83%.
<b>48%</b>	Alabama kindergarten through third-grade teachers have completed Multisensory Strategies Training

#### ❖ **Dyslexia Supports - Certified Academic Language Therapist (CALT)**

Alabama currently has 90 Certified Academic Language Therapists (CALTs) with approximately 45 actively serving Alabama's public-school students.

#### ❖ **Dyslexia: An Overview, Train-the-Trainer Professional Learning**

To assist school systems in supporting students with characteristics of dyslexia, 30 ARI Regional Specialists, representing every Regional Inservice Centers in our state, were trained to provide dyslexia simulations for stakeholders in their regions.

#### ❖ **Multisensory Structured Language Education (MSLE) training offered through Shelton School and Neuhaus Education Center**

July 2021 began Cohort 9 of Shelton Academic Reading Approach MSLE training and Cohort 2 of Neuhaus Basic Language Skills Course training for educators pursuing the Certified Academic Language Therapy (CALT) pathway. Shelton expanded the 25 available slots to accommodate 26 participants. Neuhaus filled eight of the 12 offered slots.

❖ **The 2021 Alabama Course of Study (COS): English Language Arts**

The English Language Arts Course of Study has been approved., and Local Education Agencies are in the process of transitioning to the new standards this year. Full implementation is required in the 2022-2023 school year.

- The *2016 Alabama Course of Study: English Language Arts* is the current document for the 2021-2022 school year from which the Alabama Comprehensive Assessment Program (ACAP) questions are built, and portfolio standard expectations are driven. ACAP Instructional Supports have been updated and will be released soon.
- The ARI trained facilitators will offer 2021 ELA COS implementation professional learning sessions for educators through the 11 Regional Inservice Centers.
- The ARI Regional Literacy Specialists train Local Reading Specialists during each 2021-2022 coaching community to facilitate a content study of the 2021 ELA COS to all kindergarten through fifth grade teachers.

**ARI Professional Learning**

The ARI regional staff facilitated the following professional learning opportunities for the ARI Local Reading Specialists and kindergarten through third grade educators.

<b>Coaching Orientation Sessions</b>	
School Year 2020-2021	School Year 2021-2022
15 Sessions	28 Sessions
594 Participants	390 Participants

<b>Coaching Community Sessions</b>	
School Year 2020-2021	School Year 2021-2022 <b>*to Date</b>
118 Sessions	92 Sessions
1896 Participants	1148 Participants

**\* These sessions include professional learning opportunities from August 2021 - October 2021.**

The ARI state staff provided the following professional learning opportunities for the ARI regional staff.

<b>Regional Professional Sessions</b>			
School Year 2020-2021		School Year 2021-2022 <b>*to Date</b>	
ARI Dyslexia Simulation Facilitator Training	30 Participants	Onboarding New ARI Regional Staff	11 Participants
2 LETRS Coaching Sessions	29 Participants	Regional Staff Professional Orientation - 2 days	73 Participants each day
		Diane Sweeney Student - Centered Coaching Sessions - 2 days	74 Participants/ 75 Participants

**\* These sessions include professional learning opportunities from June 2021 - November 2021.**



# Alabama Literacy Act Reporting

## 2020-2021 Alabama Literacy Act: Statewide Summary Early Literacy Report

\*As required by Alabama Administrative Code 16-6G-5 (n)



The data is based on formative assessment data. The goal of formative assessment is to monitor student learning so that there are timely adjustments of instruction and intervention for all students. In addition, they are used for the identification of students at risk for reading difficulties, including dyslexia.

### **Data Caveats:**

- Values are compilations of self-reported data from Local Education Agency (LEA) (manually entered by each LEA into the Cumulative Report) and do not represent analyses of actual assessment data or individual child-level data.
- Use caution when interpreting findings; results may not be valid for consideration of baseline performance due to potential self-reported data entry errors, lack of actual child-level assessment data, assessments administered at home due to COVID implications, and timing of screening/assessment.
- Early Years Assessment Data is not comparable across all vendors.

## **DEFICIENCY, RETENTION, AND READING SUPPORT DATA**

### **KINDERGARTEN**

Total Number of Students		51,045		
	Number	Total Percentage of Retentions *	Percentage of Students Retained for Reading**	Percentage Due to Required Retentions for the Alabama Literacy Act (Required retentions are only applicable to 3 <sup>rd</sup> graders)
Students identified with a reading deficiency	16,599	33%	3,311	NA
Students retained for reading	3311	6%	6%	NA

**FIRST GRADE**

Total Number of Students		52,033		
	Number	Total Percentage of Retentions *	Percentage of Students Retained for Reading**	Percentage Due to Required Retentions for the Alabama Literacy Act (Required retentions are only applicable to 3 <sup>rd</sup> graders)
Students identified with a reading deficiency	20,456	39%	3,437	NA
Students retained for reading	3437	7%	7%	NA

**SECOND GRADE**

Total Number of Students		50,931		
	Number	Total Percentage of Retentions *	Percentage of Students Retained for Reading**	Percentage Due to Required Retentions for the Alabama Literacy Act (Required retentions are only applicable to 3 <sup>rd</sup> graders)
Students identified with a reading deficiency	20,271	40%	1,778	NA
Students retained for reading	1778	3%	3%	NA

**THIRD GRADE**

Total Number of Students		50,942		
	Number	Total Percentage of Retentions *	Percentage of Students Retained for Reading**	Percentage Due to Required Retentions for the Alabama Literacy Act (Required retentions are only applicable to 3 <sup>rd</sup> graders)
Students identified with a reading deficiency	19,506	38%	932	Retention was not mandatory or collected this year under the Alabama Literacy Act.
Students retained for reading	932	2%	2%	Retention was not mandatory or collected this year under the Alabama Literacy Act.

**STATEWIDE K-3 RETENTION**

Total Number of K-3 Students				204,951
	Number	Total Percentage of Retentions *	Percentage of Students Retained for Reading**	Percentage Due to Required Retentions for the Alabama Literacy Act <i>(Required retentions are only applicable to 3<sup>rd</sup> graders)</i>
Students retained for reading	9,568	4.7%	5%	<i>Retention was not mandatory or collected this year under the Alabama Literacy Act.</i>

**DYSLEXIA REPORT – ALL K-3 STUDENTS STATEWIDE**

Total Number of K-3 Students			204,951
	Number	Percentage	
Students screened for dyslexia	34,388	17%	
Students identified as demonstrating characteristics of dyslexia	16,201	47% (of all screened)	

**SUMMER READING CAMP**

Total Number of K-3 Students			204,951
	Number	Percentage	
Students eligible for mandatory summer reading camp	64,135	31%	
Eligible students who attended mandatory summer reading camp	32,827	51%	

There is not valid and/or reliable summer school growth data because of the Early Years Assessment is not comparable across vendors. Additional Summer Reading Camp data is outlined in the information to follow.

\* Total percentage was based on the Statewide Information System

\*\* Total percentage was based on Self Reporting

## PROFESSIONAL LEARNING DATA

Details concerning professional learning aligned with the Science of Reading are noted on pages 4-7 of this document.

Total Number of K-3 Teachers		11,101
	Number	Percentage
Teachers enrolled in or have completed LETRS	6018	54%
Teachers who participated in and completed Neuhaus	449	4%
Teachers who completed ARI modules	1085	10%
Teachers who have completed dyslexia awareness training	4532	41%
Teachers who have completed multisensory strategies training	5328	48%
K-3 <sup>rd</sup> grade teachers who satisfy the definition of a dyslexia interventionist	344	3%
Special Education teachers who satisfy the definition of a dyslexia interventionist	109	NA
*Other teachers who satisfy the definition of a dyslexia interventionist	113	NA

\*Includes other K-3 educators (interventionists, English Learner (EL) teachers, etc.)

## ASSESSMENT DATA

### **School Readiness (AlaKiDS) Kindergarten Readiness Assessment**

In collaboration with the Alabama Department of Early Childhood Education and the Alabama Department of Human Resources, a statewide, comprehensive school readiness assessment was made available for all entering kindergarten students. The Alabama Kindergarten Inventory of Developing Skills (AlaKiDS) provides an authentic, observational assessment system that measures the knowledge, skills, and behaviors that are most predictive of school success. The survey questions help teachers focus on the indicators that describe kindergarten readiness.

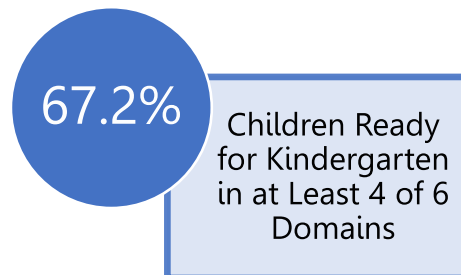
AlaKiDS differs from our Early Years Assessments. AlaKiDS is a readiness assessment, whereas the early years assessments are a universal screener. The literacy component of AlaKiDS is designed to measure what students CAN DO in relation to predictive, essential literacy tasks for school success, and provide a progression of development for each step in further development. Early Years Assessments are designed to identify what students CANNOT DO or the deficiencies, so they can readily be addressed. AlaKiDS is designed as an observational survey whereby teachers observe and collect facts to gauge students' strengths, needs, and interests and it allows for students to demonstrate mastery (show what they know) in various ways (functional objectives). The Early Years Assessments measure discrete skills. Examples of some of the objectives measured in AlaKiDS include showing their use and appreciation of books and other texts (18.b), interacting during reading experiences, book conversations and text reflections (18.a), and retelling stories and recounting details from informational texts (18.c).

## AlaKiDS Kindergarten Readiness (Whole Child Assessment)– Fall 2021

	Social Emotional	Physical	Language	Cognition	Literacy	Mathematics
<b>Percent Kindergarten Ready<sup>1</sup></b>	72.3%	72.5%	70.4%	69.2%	72.4%	55.3%
<b>Number of Children Tested in Domain</b>	42,537	42,298	42,383	42,242	42,041	42,008

**NOTE: “The GOLD® Kindergarten Entry readiness benchmark represents the range of skills for each area of development and learning needed to be present to be ready for kindergarten entry.”**

(Retrieved from <https://teachingstrategies.com/wp-content/uploads/2017/10/GOLD-Kindergarten-Entry-Readiness-Benchmark-Calculations1.pdf>)



### **A Look Ahead: AlaKiDS Data**

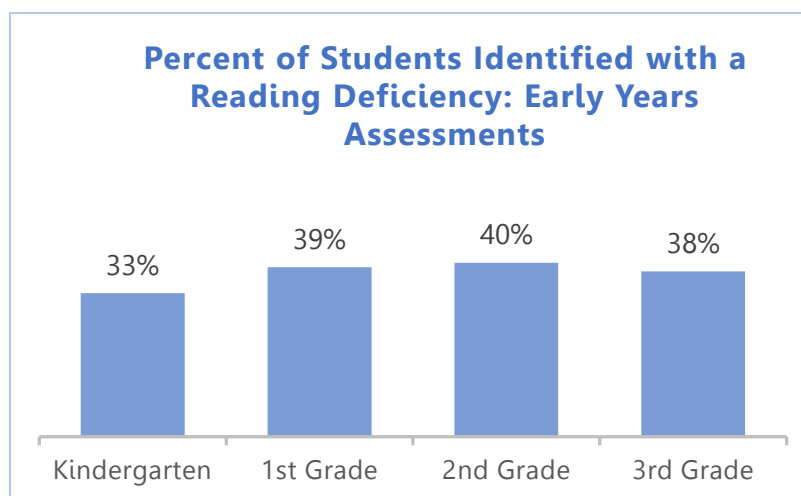
During the 2021-2022 school year, AlaKiDS data is used by kindergarten teachers to observe and document children’s development and learning, to plan for instruction, to identify children who might benefit from further evaluations, and to report and communicate with family members. The ARI Regional Literacy Specialists assist Local Reading Specialists and teachers in data review and interpretation.

### **Early Years Assessments Data**

For the 2020-2021 school year, data required by the *Alabama Literacy Act* were self-reported by local schools in the Comprehensive Report. The State Superintendent of Education convenes the Literacy Task Force to provide recommendations for an “annual list of vetted and approved assessments which are valid and reliable reading screening, formative, and diagnostic assessment systems for selection and use by local education agencies.” The list below shows the assessments currently being utilized for these purposes.

- Aimsweb by Pearson Assessments
- I-Ready Assessment by Curriculum Associates
- ISIP by Istation
- MAP Suite for Early Learners by NWEA
- mCLASS Alabama Edition by Amplify
- Star Early Literacy and Star Reading by Renaissance

The percentages of students in grades kindergarten through third grade identified with a specific reading deficiency are presented below.

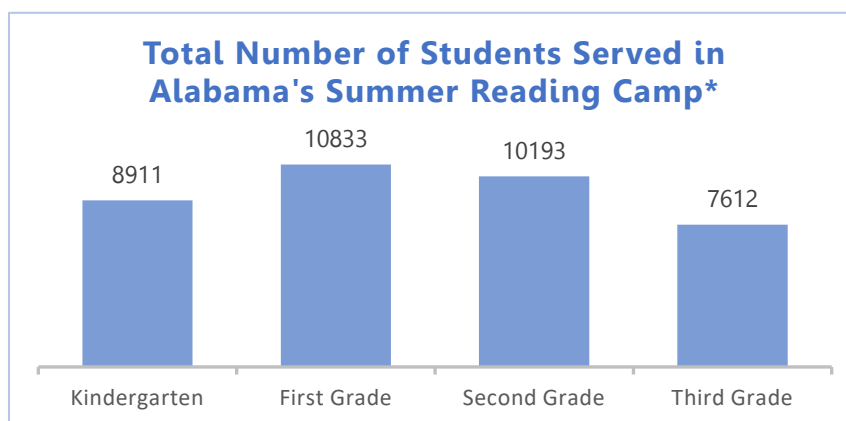


## INTERVENTION SUPPORT DATA

### Summer Reading Camps Data

As outlined in the *Alabama Literacy Act*, each LEA offered Summer Reading Camps to kindergarten through third grade students identified with a reading deficiency. This differs from typical summer school, as it is specific to the tenants of the *Alabama Literacy Act* and requires 70+ hours of scientifically based reading instruction offered to any student identified with a consistent deficiency. Summer school can involve multiple areas of instruction and can involve students of various. In addition to Summer Reading Camp, the Alabama Summer Achievement Programs (ASAP) were established and made available to kindergarten through third-grade students in public elementary schools that were among the lowest performing five percent of elementary schools. These camps invite all students from their schools to the 70+ hours of scientifically based reading instruction.

In partnership with the ARI Regional Literacy Leadership Specialists, each LEA submitted a plan outlining camp goals and objectives, instructional and assessment resources, as well as a detailed budget. Alabama's Summer Reading Camps provided 70+ hours of scientifically based reading instruction and summer learning experiences for more than 37,000 of Alabama's kindergarten through third-grade students across 583 sites, with 53 of these being ASAP sites.



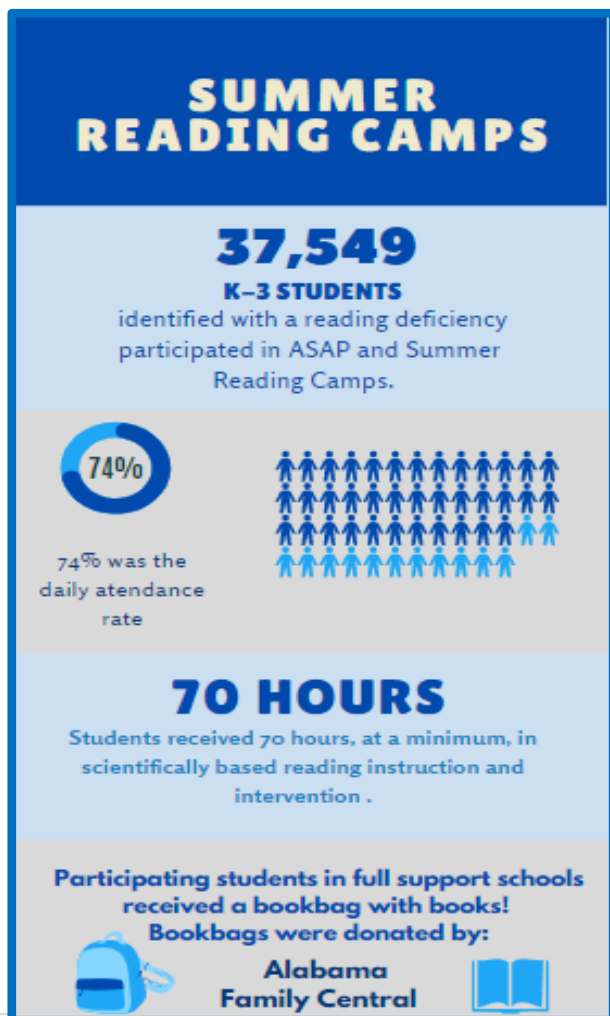
\*Data reported from each Summer Reading Camp to the ARI by Regional Literacy Specialists.

A high rate of attendance is important to achieving intended goals. "While research is not definitive on the topic, summer program evaluations regularly show that youth attending at least 80-85% of the program yield the full

benefit of program attendance" (NSLA 2013). The average daily attendance rate of for Alabama's Summer Reading Camps was 74%.

Community partners are critical to the sustainability of summer learning experiences. The ARI partnered with Alabama Family Central, Alabama Public Libraries, and Institutes of Higher Education to provide support across the state. LEAs also formed partnerships with community stakeholders to ensure Alabama's youngest learners had access to high-quality summer learning experiences. Examples of the partnerships include local churches, 21<sup>st</sup> Century Programming, Children's Policy Council, Alabama Cooperative Extension Program, Boys and Girls Club, Better Basics, the local high schools, and food support agencies such as the Food Bank. Most schools did not hire any specific organization to run their programming, but instead, carried out their instruction based on evidence-based practices for literacy instruction and through support from regional specialists.

Research shows that one goal of summer reading camp is to mitigate what is known as the "summer slide," a phenomenon where students, especially those from low-income backgrounds, lose some of the achievement gains made during the school year. Based on recommendations from the Literacy Task Force, the Alabama State Board of Education approved the use of the Early Years Assessment for a pre and post measure of camp effectiveness. Due to the nature of the six different assessments, data are not able to be consistently compared. Based on an overall analysis, Alabama's rising second, third and fourth grade summer reading camp students maintained their level of proficiency in reading as evidenced by the Early Years Assessment. Alabama's rising first grade summer reading camp students showed marginal learning loss between the spring of kindergarten and the fall of first grade as evidenced by the Early Years Assessment results.



The purpose of the Summer Reading Camps is to provide all kindergarten through third grade students who are identified with a reading deficiency, 70 hours or more of scientifically-based reading instruction and intervention to assist in closing the reading gap in foundational skills.

**Key Partnerships:**

Alabama Family Central  
Alabama Institutes of Higher Education  
Local Libraries  
Community Businesses

**The ARI Regional Staff provided support to ALL the Alabama's Summer Reading Camps (full support schools).**



Scan the QR code to see highlights from Alabama's Summer Camps 2021.

## **Tutoring**

According to the *Alabama Literacy Act*, before-and after-school tutoring should be offered to any incoming third grader showing a deficiency. Regional specialists worked last school year to support schools that did not offer a Summer Reading Camp in the summer of 2020 due to COVID-19. This served as a foundation for continued work on tutoring to support third graders, and many schools are working to provide this support beyond the third-grade requirement. Some of these tutoring supports are working in addition to ongoing programs, such as 21<sup>st</sup> Century Afterschool Programming, but not as a replacement.

## **STATEWIDE SUMMATIVE ASSESSMENT DATA**

### **ACAP English Language Arts Data Spring 2021**

3 <sup>rd</sup> grade Participation Rate	96.02 %
Percent of students at Level 1	9.67 %
Percent of students at Level 2	39.73 %
Percent of students at Level 3	38.65 %
Percent of students at Level 4	11.95 %
<b>TOTAL Percent of 3<sup>rd</sup> Grade Students Proficient (Levels 3 and 4)</b>	<b>50.6 %</b>

### **ACAP Reading Data Spring 2021 Cut Score Recommendations**

<b>Grade</b>	<b>Percentage of Students that Did Not Meet the Reading Cut Score</b>	<b>Scale Score on the ACAP</b>	<b>Outcome for Students</b>
2 <sup>nd</sup>	22%	Below 448	These students will have a portfolio started for them according to the portfolio guidance developed by the Literacy Task Force.
3 <sup>rd</sup>	23%	Below 452	These students would have needed an alternative path for promotion if the ALA retention component had been fully in effect. This could be through: <ul style="list-style-type: none"><li>• ACAP Supplemental Assessment</li><li>• Portfolio</li><li>• Good Cause Exemption</li></ul>



## HIGHER EDUCATION

### **Educator Preparation Programs and the *Alabama Literacy Act***

In compliance with the *Alabama Literacy Act*, all 26 of Alabama's Educator Preparation Providers in the state are required to offer "no less than nine hours of reading or literacy coursework or both, based on the science of learning to read, including multisensory strategies in foundation reading skills" in each of their Collaborative Special Education (K-6) Class B and Class A Courses, Early Childhood Education Class B and Class A Courses, Elementary Education Class B and Class A Courses.

**Phase 1** of the effort ensured compliance with the *Alabama Literacy Act*. Syllabi for required reading courses were gathered by Educator Preparation staff and reviewed by the ARI staff using a rubric designed by the ARI staff. Eleven of 26 institutions were identified as meeting both *Alabama Literacy Act* credit hours and content requirements. A letter was sent to each Dean of Education to provide a status report for her/his institution.

**Phase 2** began immediately after Phase 1 to review revised syllabi for required courses and syllabi for additional required courses. To date, 26 of 26 institutions have documented compliance with both *Alabama Literacy Act* requirements.

**Phase 3** began in January 2021. The Barksdale Reading Institute's (Jackson, MS) services were contracted to conduct a more thorough analysis of the quality of reading preparation provided by Alabama's 26 educator preparation institutions and to deliver research-based training for all higher education faculty who teach required reading courses to prospective Early Childhood Education, Elementary Education and Collaborative Special Education (kindergarten through sixth grade) teachers. Currently a total of 78 syllabi and course schedules, out of 140 identified, have been reviewed. Sixty-five textbook assignments out of 131 identified have also been reviewed. The final preservice analysis report is scheduled to be completed by March 2022.

- Additionally, the ARI Regional Literacy Leadership Specialists are offering preservice students' professional learning on the content of the *Alabama Literacy Act through the Regional Inservice Centers*.
- The ARI Coordinator presented on the Alabama Literacy Act to the Alabama Association of Colleges for Teacher Education.

### **A Look Ahead: Higher Education**

At the conclusion of the review, Barksdale will:

1. Prepare individual confidential program reports for each institution.
2. Prepare a final Statewide Report for the Alabama State Department of Education.
3. Conduct a debriefing session with the Alabama team.

<b>Timeline for <i>Alabama Literacy Act</i> Implementation 2020-2021</b>	
October 9, 2020	<a href="#">Early Literacy Assessment Reporting Dates for 2020-2021 Memo</a>
October 19, 2020	<a href="#">Implementation Monitoring of the <i>Alabama Literacy Act (ALA)</i> 2019-523 and Subsequent Funding for Local Reading Specialists Memo</a>
November 4, 2020	<a href="#">Approved <i>Alabama Literacy Act</i> Intervention Programs—REVISED Memo</a>
December 11, 2020	Q1 Implementation Monitoring Submission
January 13, 2021	<a href="#">Fiscal Year (FY) 2021 Allocations for Summer Reading Camps Memo</a>
February 3, 2021	<a href="#">ALSDE FY21-2039 posted – Early Years Math and Reading Assessment Data Reporting Option Memo</a>
March 2021	The Alabama State Board of Education approved the 2021 English Language Arts Course of Study and Q2 Implementation Monitoring Submission
April 7, 2021	<a href="#">Multisensory Structured Language Education (MSLE) Trainings Leading to Dyslexia Therapist Certification Endorsement</a>
April 21, 2021	<a href="#">ALSDE Memo FY21-2061 posted – Early Years Assessments Information</a>
May 5, 2021	Early Years Assessments Selections submitted
May 14, 2021	Summer Reading Camp Plans and Budget Projections submitted, Q3 Implementation Monitoring Submission, EOY data submitted
May 26, 2021	<a href="#">ALSDE FY21-2079 posted – <i>Alabama Literacy Act</i> Reporting Requirements and ARI Comprehensive Planning for 2021-2022 Memo</a>
June 23-24, 2021	Onboarding Training for new ARI regional staff, <a href="#">ACAP Summative: Transition to the 2021 COS Memo</a>
July 2, 2021	<a href="#">Alabama Literacy Task Force (LTF) Recommendations for kindergarten through third grade Comprehensive Core Reading Programs Memo</a>
July 7-8, 2021	Regional Staff Professional Orientation (Jacksonville State University)
August 11-12, 2021	<a href="#">Certified Academic Language Therapist (CALT) - ETF Appropriations Bill - Act #2021-342 Memo</a>
August 12, 2021	Diane Sweeney Session – Student-Centered Coaching (Hoover, Alabama)
August 18, 2021	<a href="#">Fiscal Year (FY) 2022 Alabama Reading Initiative (ARI) Local Reading Specialist(s) Allocations, Job Description, and Program Memo</a>
August 2021	Local Reading Specialist Orientation and Q4 Implementation Monitoring Submission
<b>Beyond the 2020-2021 School Year</b>	
September 2021	Local Reading Specialist Coaching Community #1
September 1, 2021	<a href="#">Essential Standards for 3rd Graders as Related to Portfolios Memo</a>
September 15, 2021	Early Years Assessment Data submitted by LEAs
September 22, 2021	<a href="#">Alabama Literacy Act Reporting Requirements Extension for Sections Requiring 2021 Alabama Comprehensive Assessment Program (ACAP) Summative Data Memo</a>
October 7, 2021	<a href="#">Third-Grade Portfolio from the Literacy Task Force Memo</a>
October 15, 2021	Comprehensive LEA Early Literacy Reports submitted by LEAs
November 3, 2021	Diane Sweeney Session - Student-Centered Coaching (Alabaster, Alabama)
November 22, 2021	<a href="#">Fiscal Year (FY) 2022 Language Essentials for Teacher of Reading and Spelling (LETRS) Stipend for Mastery</a>



DECEMBER 2021 ERIC G. MACKEY, Ed. D. STATE SUPERINTENDENT



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