## Math and Reading Night



## AIMS Web

The Scores Snapshot report displays a chart showing performance and narrative information about the individual measure and composite scores. This report is mainly used by teachers and shared with parents.

The chart displays a group of vertical bars per measure that represent the following:

• The color-coded vertical bar represents the distribution of the students in the result set for the measure. Percentage range is 0-100%. Levels: Well-below 1-10%ile (orange); Below Average 11-25%ile (yellow); Average 26-74%ile (green); Above Average 75-89%ile (teal) and Well-above Average 90-99%ile (blue).

## ACAP- Alabama Comprehensive Assessment Program

The ACAP Summative is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The ACAP Summative measures the Alabama Course of Study Standards. Detailed information on the ACAP Summative can be found at: <u>https://www.alsde.edu/sec/sa/Pages/home.aspx</u>.

This report includes information about student performance on the ACAP Summative in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need.

You will receive a copy of your child's ACAP report on October 15 when report cards go out.

#### **Performance Level Descriptors**

Level 1	Level 2	Level 3	Level 4
standards and is likely to need additional support at this level	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.

The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

<sup>1</sup> The table shows the student's progress by reporting category. The progress level is estimated based on the number of questions a student has answered correctly in comparison to that by a proficient learner. Alabama Literacy Act- What is it?

In 2019, the Alabama legislature passed the Alabama Literacy Act, and it became effective September 1, 2019.

The first group of students that falls under this act is current 3rd graders for the 21-22 school year.

What the law says....

"Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade."

There are "good cause" exemptions, but our goal is to have all of our students read well.

Why was the act established?

"...to implement steps to improve the reading proficiency of public school kindergarten to third grade students and ensure that those students are able to read at or above grade level by the end of the third grade..."

Ninety percent of children with reading difficulties will achieve grade level in reading if they receive help in the 1st grade. Seventy percent of children whose help is delayed to age 9 or later continue to struggle throughout their school career."

(Vellutino, Scanton, Sipay, Small, Pratt, Chen & Denckla, 1996)

A parent or legal guardian of any K-3 student who exhibits a consistent deficiency in reading or characteristics of dyslexia at any time during the school year shall be notified in writing.

#### **SRIP-** Student Reading Intervention Plan

Any student in Kindergarten through 3rd grade with an identified reading deficiency would be required to have a Student Reading Improvement Plan (SRIP). A reading deficiency is determined by a consistent deficiency in any of the following areas: letter naming fluency, letter sound fluency, nonsense word fluency, sight words, oral reading accuracy and fluency, vocabulary or comprehension.

## Other requirements of the law

Assessment of early literacy skills three times during the school year -Dale County Schools uses **AIMS Web Plus** 

Parental notification of identification of a reading deficiency

Individualized supplemental reading intervention- Dale County
Schools uses SPIRE for reading intervention

 Strategies and resources for parents to use at home- provided at SRIP Meeting

Summer reading camp for select students

## Section I: LEA Responsibilities

Responsibilities of the Local Education Agency (LEA)

Hire ARI local reading specialists who meet specific minimum qualifications

Ensure adherence to duties and responsibilities of the local reading specialists

Offer comprehensive core reading program Select an assessment system Provide an intervention program based on the science of reading which develops foundational reading skills.

No school district may use any curriculum that does not include instructional time in any public school with K-3 students.

Select valid and reliable reading screening, formative, and diagnostic assessment systems that have been approved by the State Superintendent of Education.

based on the results of the reading assessment, each K-3 student who exhibits a reading deficiency or characteristics of dyslexia shall be provided an appropriate dyslexia-specific reading intervention program to address his or her specific deficiencies.

#### How are we supporting our students?

School wide implementation K-3 *Phonics to Reading* curriculum is being used to supplement our current core curriculum- Reading Street.

K-2 grade implemented *Heggerty*, a comprehensive phonemic awareness curriculum.

Third Grade-Also implemented 95% Group Multisyllabic Routine

Intervention and classroom teachers provide interventions based on the individual student's needs.



https://global-zone08.renaissance-go.com/welcomeportal/78808

## Phonics to Reading



K-3 grade teachers are using From **Phonics to Reading** to supplement Reading Street (the current adopted curriculum) to ensure students are receiving explicit and systematic phonics instruction that is based on the science of reading.

## Heggerty



Daily systematic phonological and phonemic awareness lessons for use in K- 2nd grade classrooms as a supplement to existing literacy curriculum.

## **Multisyllabic Routine Cards**



An approach to helping students in grades 3 and up to improve the reading of multisyllable words.

## SPIRE



S.P.I.R.E. is a research-proven reading intervention program approved by the ALSDE for students with reading deficiencies and characteristics of dyslexia. AIMS Web Plus- Assessment System to be used 3 X per year

## Score Snapshot Report

The Scores Snapshot report displays a chart showing performance and narrative information about the individual measure and composite scores.

This data is one indicator for helping to determine if a K-3 grade student has a consistent reading deficiency.

## What can you do at home to help?

Meet with your child's teachers and discuss his/her performance in school.

Address concerns as early as possible.

Ask, "How can I support my child at home?"

Make a note of important dates such as parent nights/conferences, progress reports, report cards, assessments.

Make sure that your child is present and on time for school.

Read to your child, have your child read to you, and/or you may read together.

#### **Additional Parent Resources**

ARI Family Guide for Reading Success

Alabama Literacy Act

Literacy Act Q & A

### **Additional Parent Resources**

https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/index.asp

## The Dale County School System now uses the



## Math Curriculum for K-6 Students.

## Each Lesson Contains 3 Steps

- Solve and Share- This is a problem-based learning approach where students can try various strategies and share solutions with peers.
- Visual Learning- Students will be shown a variety of strategies to build conceptual understanding.
- Assessment and Differentiation- Students will work in small groups on a variety of engaging activities at their level.

## **Great News! Online Access**- Students may login to use these resources at home.



Grades K-5 teachers are using Daily Math Fluency lessons that includes quick warm up lessons designed to develop numeracy and the ability to use mathematical relationships to reason with numbers and numerical concepts mentally.



## Alabama Course of Study 2019

# **Family Guide** MSTI Alabama Math, Science, and Technology Initiative

## Kindergarten Family Guide

Grade 1 Family Guide

Grade 2 Family Guide

Grade 3 Family Guide

Grade 4 Family Guide

Grade 5 Family Guide

Grade 6 Family Guide

K-2 Student and Family Math Resources

3-5 Student and Family Math Resources

6-8 Student and Family Math Resources