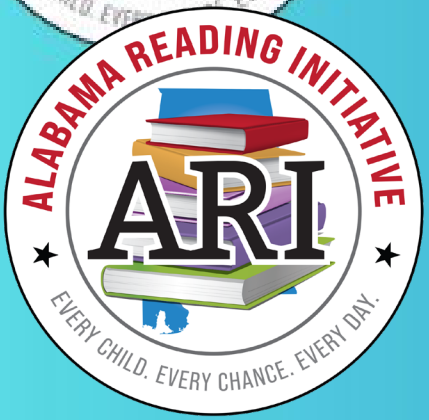


Overarching Outcomes



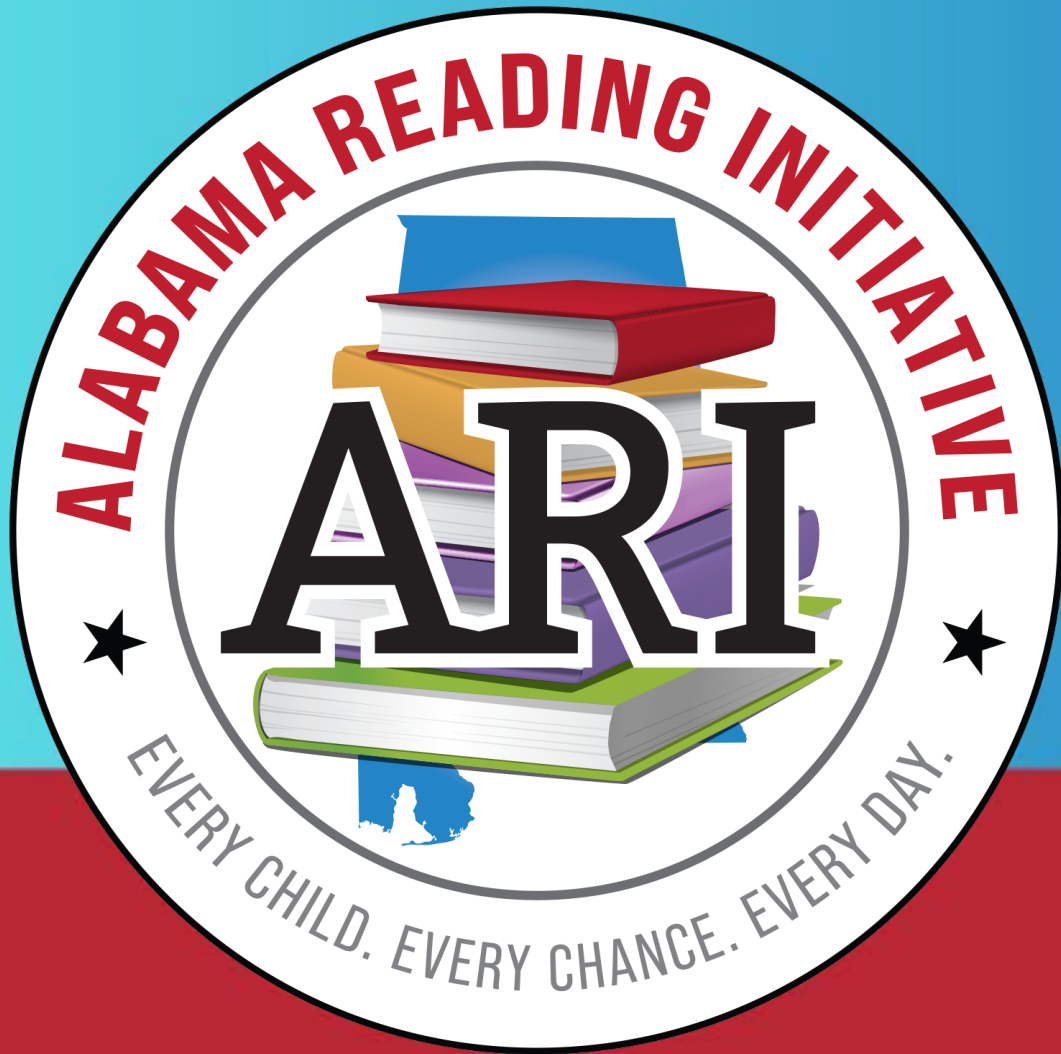
2024-2025 Sign-in link

<https://forms.office.com/r/ZpxYTGr8qm>



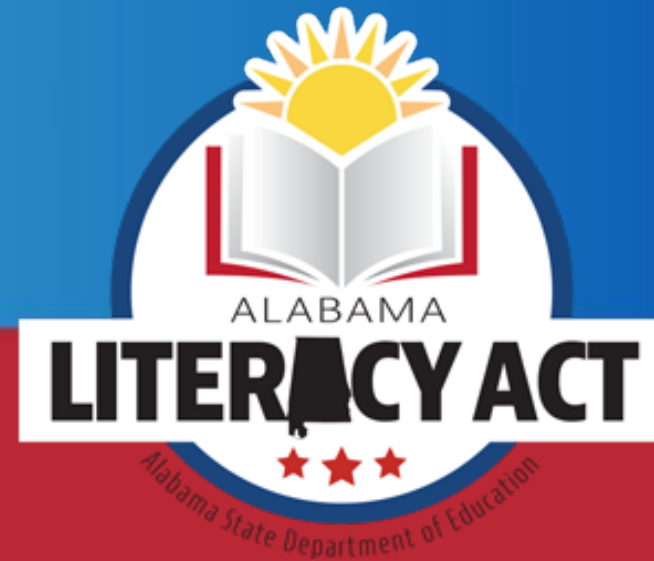
Participants will:

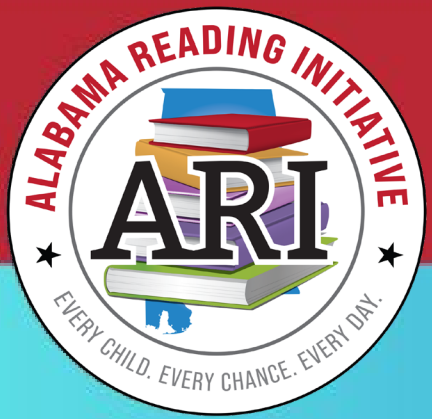
- Develop an initial understanding of the *Alabama Literacy Act* and its impact on classroom instruction and students' growth/achievement.



Alabama Literacy Act

For Families and Communities





WHAT IS THE ALABAMA LITERACY ACT?

Purpose:

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 by monitoring the progression of each student from one grade to another, in part, by his or her proficiency in reading.


(Page 1, Lines 4-9)

ACT #2019- 523

1 HB388
2 200613-3
3 By Representatives Collins and Baker
4 RFD: Education Policy
5 First Read: 09-APR-19

MAY 31 2019
RECEIVED
GOVERNOR'S OFFICE

ALABAMA
LITERACY ACT
Alabama State Department of Education




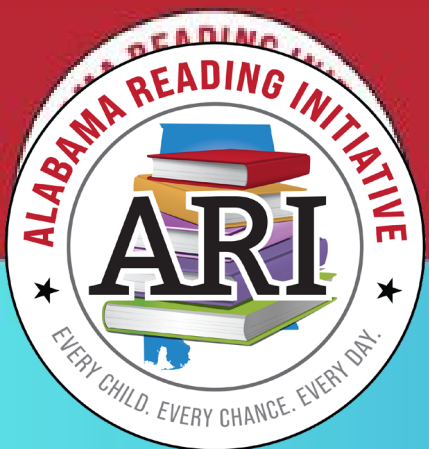
HB430 ENROLLED

ACT #2023 - 417

Attorney General
Department of Ways and Means Education
First Read: 03-May-23
2023 Regular Session

JUN -6 2023
RECEIVED
GOVERNOR'S OFFICE





CURRICULUM & STANDARDS

2021 ELA COS supports essential learning to improve reading proficiency in accordance to the ALA.

- Standards focus on foundational skills needed to support literacy development.
- Development of the standards was guided by the science of reading.
- Standards that define the minimum content of what learners should know and be able to accomplish at each grade level.



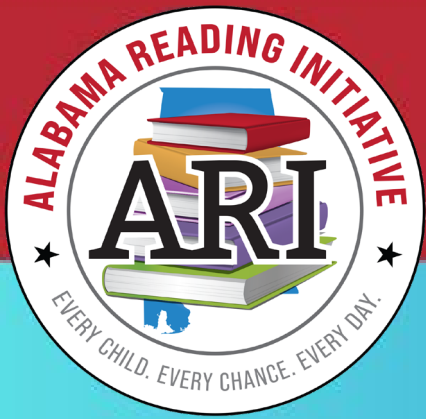


Every child. Every chance. Every day.

Scientificallly-based reading instruction and multisensory language instruction in the following areas:

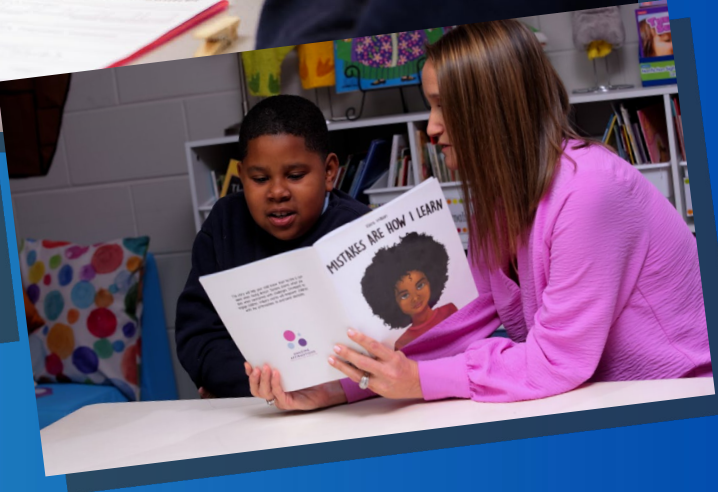
- Oral language development
- Phonological awareness
- Phonics
- Fluency
- Writing
- Vocabulary
- Comprehension





INTERVENTION REQUIREMENTS

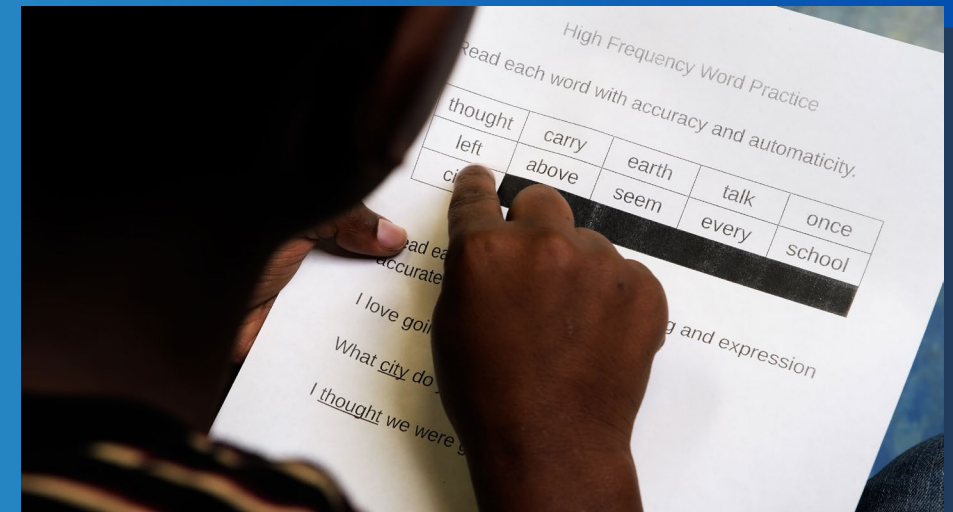
- Additional instructional time spent on proven methods of reading instruction and intervention
- Daily small group reading intervention that focuses on what the student needs
- Frequent monitoring of the progress of the reading skills of each student throughout the school year and adjusting instruction according to student need

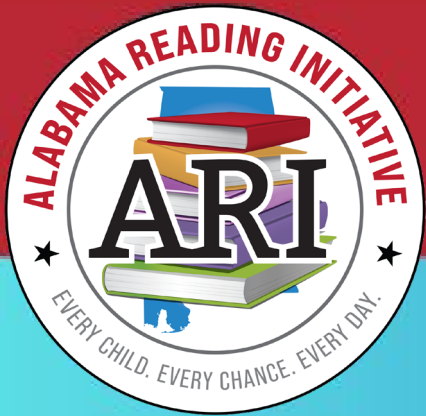




Assessment


- Screening and diagnostic information for monitoring student progress
- Measure phonological awareness (hearing the sounds), the alphabetic principle (letter/sound knowledge), decoding (letter/word recognition), encoding (spelling), accuracy, vocabulary, and comprehension
- Help to identify students who have a reading deficiency, including identifying students with characteristics of dyslexia





Student Reading Improvement Plan (SRIP)

- A guide for instruction for the student based on the specific deficiency in reading
- Developed for the student by teachers and others in the school, along with parent input, within **30 days of the identification of deficit**
- Parents are notified monthly of progress
- Intervention instruction is evidence-based reading intervention
- The student will receive intense intervention until the student **no longer** has a deficiency in reading



Family and Community Involvement

Prevention and Intervention to Support Student Learning

ALABAMA LITERACY ACT

K-3 FAMILIES

The parent or legal guardian of any K-3 student who exhibits a consistent reading deficiency shall be:



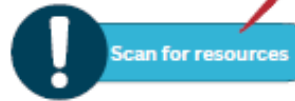
- notified in writing **no later than 15 school days** after the identification including the following:
 - A statement:**
 - that the student has a deficiency in reading or exhibits characteristics of dyslexia
 - that a reading improvement plan shall be developed
 - **created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian of the student*
 - A description of:**
 - current services provided to the student
 - the proposed evidence-based reading interventions and supplemental instructional services and supports that shall be proposed for discussion while establishing the student's reading improvement plan
 - A notification of:**
 - monthly progress towards grade level reading
 - and provide strategies and resources to use at home to help students succeed in reading
 - A statement:**
 - that if the reading deficiency is not addressed by the end of third grade a student will not be promoted to fourth grade unless a good cause exemption is satisfied
 - that while the statewide reading assessment is the initial determinant for promotion, the assessment is not the sole determiner at the end of third grade


ARI Trainings

- Alabama Literacy Act for Families Module
- Phonological Awareness/Phonemic Awareness Module
- Phonics Module
- Pack-A-Sack Parent Overview

ARI Resources

- My Child Can't Read Booklets
- Alabama Literacy Act Video
- Alabama Literacy Act Family FAQ
- ACAP Summative Assessment for Families
- ACAP Summative Tutorial for Families
- Alabama Literacy Act for Families (Spanish)
- Quarterly Family Newsletter



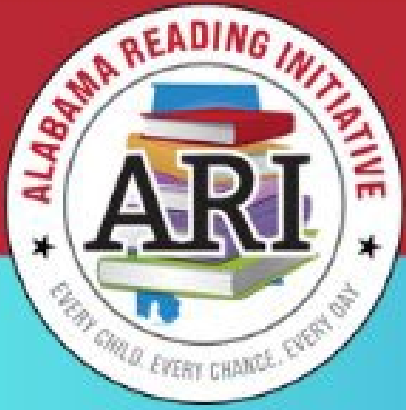
Updated July 2024

Several resource are available in Alabama's top five languages



Layers of Support





Summer Reading Camp

- Alabama Summer Achievement Program is for all K-3 students in public elementary schools that are among the lowest performing five percent in reading
- High quality summer reading camps at elementary schools that are not among the lowest five percent performing elementary schools
- All K-3 students identified with a reading deficiency, or the characteristics of dyslexia
- A minimum of 60 hours of scientifically based reading instruction & intervention
- May be held in conjunction with existing summer programs, designated as effective by the State Superintendent
- High quality instruction with assessments administered at the beginning and end of the summer camp to measure progress





Promotion to Fourth Grade

Third graders can be promoted to fourth grade by...

1. Scoring above the lowest achievement level on a State Board approved assessment in reading. (ACAP)
2. Earning an acceptable score on an alternative (supplemental) reading assessment.
3. Demonstrating mastery of essential third grade state reading standards. Evidence pieces will be collected and stored in a Literacy Act Portfolio for each third grade student.

Third graders may be promoted to fourth grade if they demonstrate sufficient reading skills through one of the following pathways:



1

Score above the lowest achievement level for the ACAP Reading Subtest in the spring

2

Earn an acceptable score for the ACAP Supplemental Assessment

3

Master grade 3 Essential Reading Standards in the Student Reading Portfolio

4

Meet one of the Good Cause Exemptions

*This step should be considered after other pathways have been explored.



Good Cause Exemption

Good Cause Exemptions:

Good cause exemptions allow students who are reading below grade level to be promoted to the fourth grade but still receive interventions and other supports. The good cause exemptions include:

- (1) Students identified as English language learners who have had less than three years of instruction in English as a second language.
- (2) Students with disabilities who participate in the statewide English Language Arts reading assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two years and who still demonstrates a deficiency in reading or was previously retained in kindergarten, first grade, second grade, or third grade.
- (3) Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, or second grade for a total of two years.

***No student shall be retained more than once in the third grade.**

NOTE: Students with disabilities whose Individualized Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with state law, are automatically exempt from demonstrating sufficient reading skills outlined in this chapter in order to achieve promotion.

***If a student does not demonstrate sufficient reading skills through one of the three pathways or does not qualify for a good cause exemption, the student may not be promoted to fourth grade.**





Rising 4th Graders With Good Cause Exemptions

A student who is promoted to fourth grade with a good cause exemption shall continue to receive intensive reading intervention that includes specific reading strategies prescribed in the individual reading improvement plan of the student until the deficiency is improved.





Reading Specialists

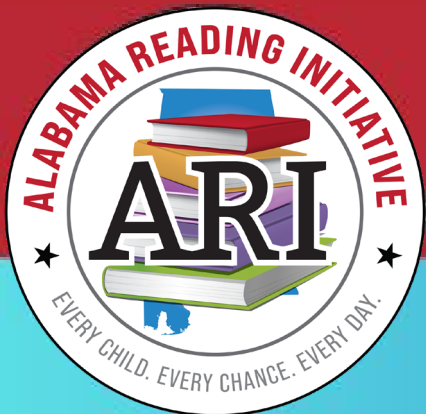
The local reading specialist is available to coach and mentor.

1. Model instructional strategies
2. Facilitate learning opportunities
3. Coach & mentor
4. Shares resources for community support
5. Monitor student progress
6. Analyze data



Every child. Every chance. Every day.



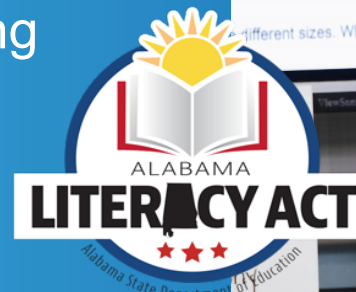


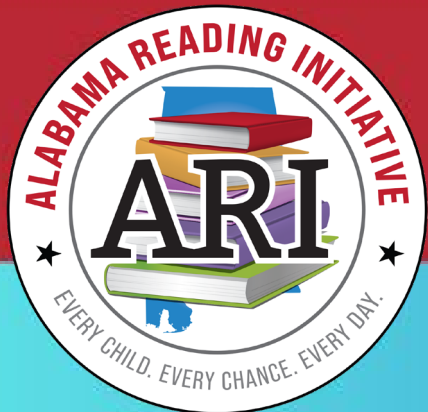
RETAINED THIRD GRADERS

How will schools help students who are retained in 3rd grade because the student does not meet the promotion requirement?

Students retained in 3rd grade will receive more intensive reading intervention services including:

- Reading instruction provided by a highly effective teacher;
- Dedicated time each day for intensive reading instruction;
- Reading instruction that is grounded in the Science of Reading;
- Frequent monitoring to help ensure students are progressing and on track to meet grade-level reading standards;
- A Family Read-at-Home Plan





Frequently Asked Questions

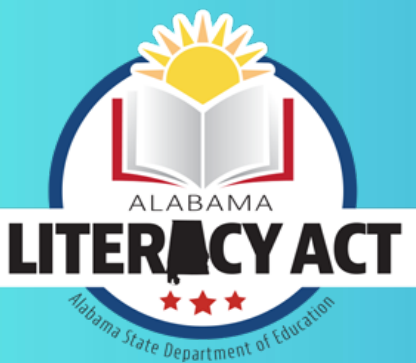


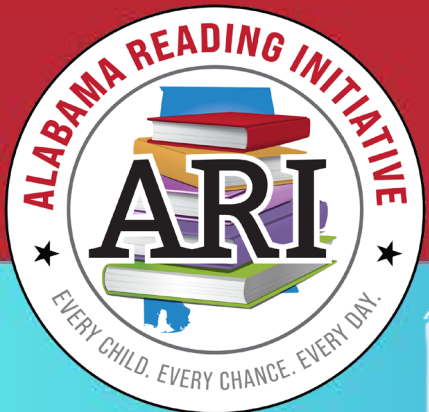
ALABAMA LITERACY ACT Frequently Asked Questions FOR K-3 FAMILIES



What is the **ALABAMA LITERACY ACT?**

The **Alabama Literacy Act** was passed in 2019 to help improve reading in Alabama public schools to ensure students are reading on grade level by the end of the 3rd grade. Reading is the gateway to lifelong achievement and the students of Alabama deserve a strong start on their path to success.





Parent Resources



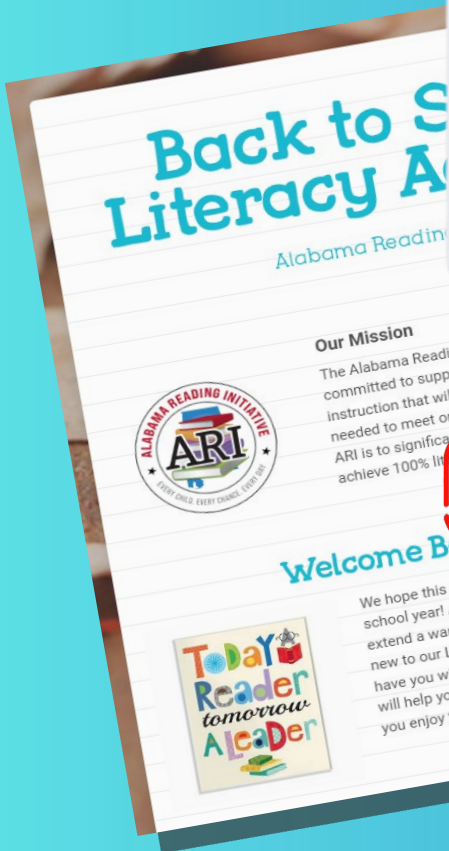
The Alabama Reading Initiative presents
PHONICS: Family Engagement Information...

634 views • 7 months ago



The Alabama Reading Initiative presents
PHONEMIC AWARENESS: Family...

1K views • 8 months ago



Family & Community Support Resources

Oral Language



Phonological Awareness



Phonics



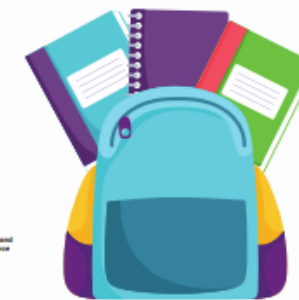
Fluency



Comprehension



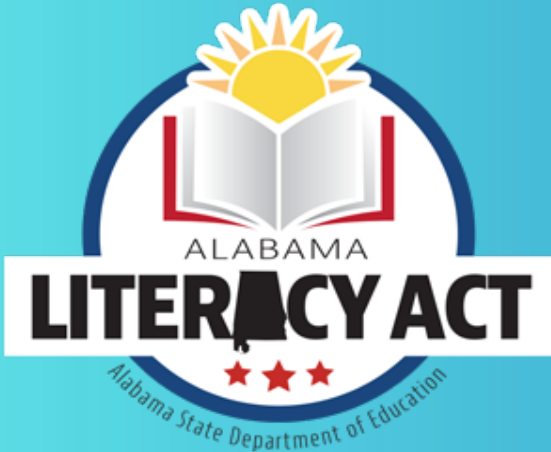
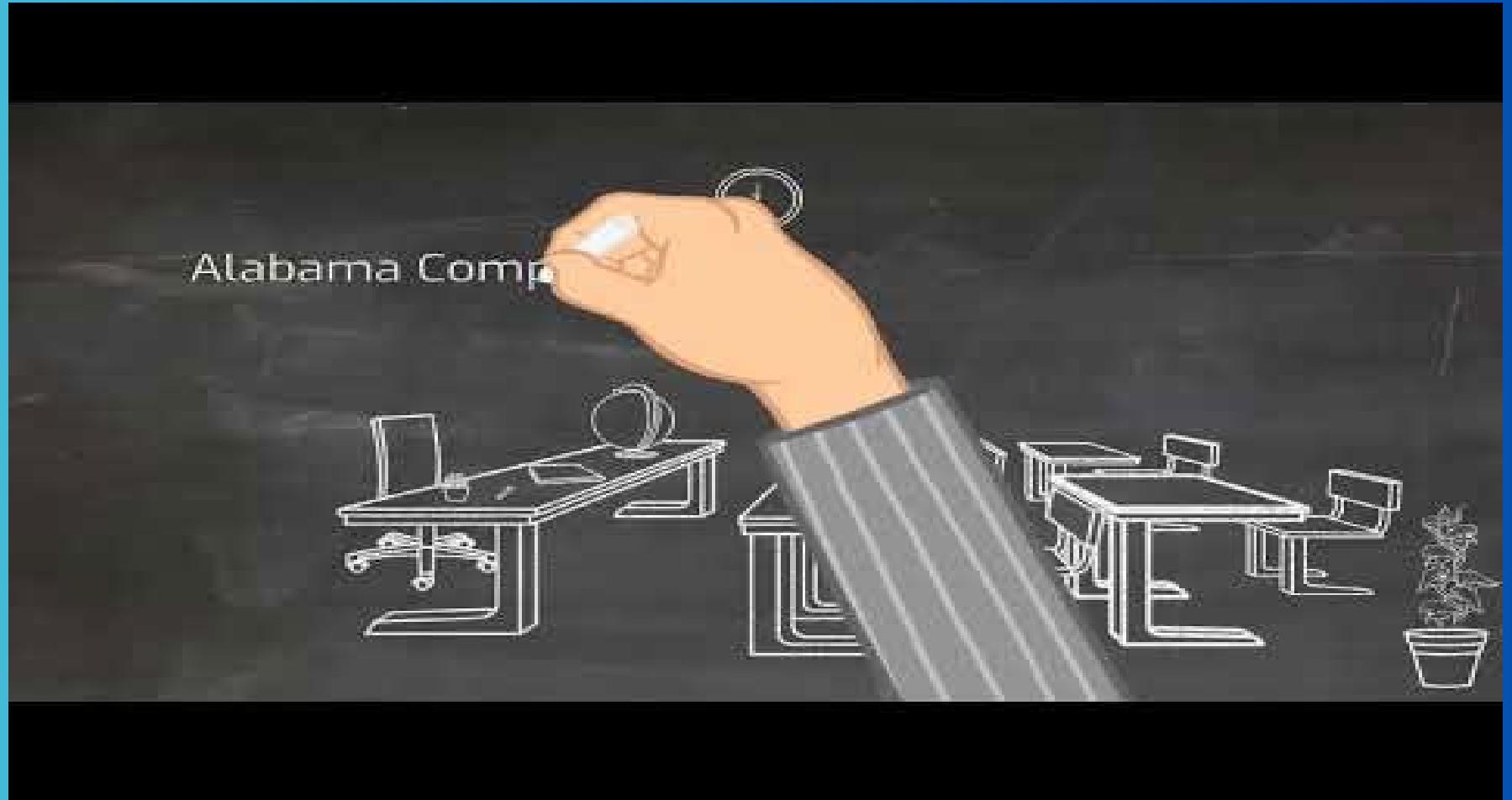
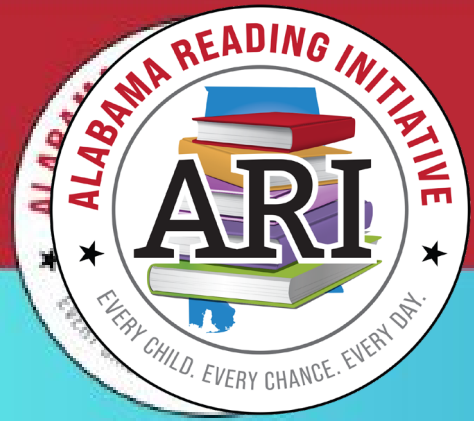
Writing



The information included in this document is done from the perspective of improving LITERACY instruction for students and is only intended to outline support that directly relates to literacy instruction. Please use any resource links with discretion, as their position statements are their own and not necessarily representative of ARI and the ALICE. Usage of any materials should be with adherence to rules and regulations of the Alabama State Department of Education.

Updated April 2024

Literacy Act Review





Revisit Outcomes

2024-2025 Sign-in link

<https://forms.office.com/r/ZpxYTGr8qm>



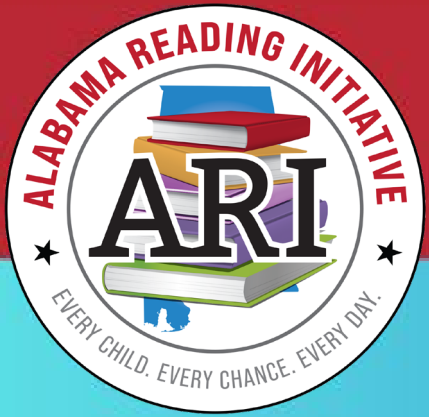
Participants will:

- Develop an initial understanding of the Alabama Literacy Act and its impact on classroom instruction and students' growth/achievement.
- Set goals for at-home literacy support.



Thank
you!

THE ALABAMA READING INITIATIVE IS YOUR PARTNER IN EDUCATION!



Summer Reading Camp

- A minimum of 60 hours of scientifically based reading instruction & intervention
- May be held in conjunction with existing summer programs, designated as effective by the State Superintendent
- High quality instruction with assessments administered at the beginning and end of the summer camp to measure progress

