



The Alabama Reading Initiative

Prevention and Intervention to Support Student Learning

Best Practices in Early Literacy Policy and Implementation: Fundamental Principles

Prevention

- **Science of Reading (SOR) Training**
 - Providing Language Essentials for Teachers of Reading and Spelling (LETRS) to all K-3 educators, administrators, and higher education professors who support K-3 grade literacy; offered higher education professors facilitator training; additional SOR opportunities provided
- **Literacy / Reading Coaches**
 - Literacy coaching to all K-3 educators through local reading specialists (LRS) (\$80,000 allocation); each K-3 school is provided a regional literacy specialist (RLS) and a regional literacy leadership specialist (RLLS) to provide coaching and professional learning through quarterly training, site visits, and onsite support
- **Higher Education Coursework Alignment to the SOR**
 - Barksdale review to share vulnerabilities in instructional practices; standards revised to align with the SOR; RLLS provides professional learning and coaching
- **Higher Education Assessment for Elementary Licensure**
 - Pearson Foundations of Reading Test adopted and implemented beginning September 2022
- **Universal Reading Screener 3x/year (K-3)**
 - Six early years assessments are vetted and approved for use by the AL Literacy Task Force; results reported to the ALSDE
- **Screener for Characteristics of Dyslexia**
 - Worked in coordination with the AL Dyslexia Advisory Council to provide guidance for assessing and additional support
- **Progress Monitoring**
 - Aligns with universal screener assessments
- **Parent Notification of Reading Deficiency**
 - Required for each student with a consistent deficiency; sample letter provided by ALSDE
- **Parent Read-At-Home Resources**
 - Required for each student with a consistent deficiency
- **High-Quality Instructional Materials**
 - Required core reading programs and dyslexia-specific intervention programs vetted and approved by the AL Literacy Task Force
- **Elimination of Three-Cueing Instructional Materials and Instructional Model in Early Literacy and Higher Ed**
 - In progress through the legislature

Intervention

- **Individual Reading Plans for Intervention**
 - Student Reading Improvement Plans (SRIP); currently integrating into our statewide Student Information System (SIS); required for all students with a consistent deficiency
- **Evidence-Based Interventions**
 - Vetted and approved by the AL Literacy Task Force and considered to be dyslexia-specific intervention programs; required for all students with a consistent deficiency; five programs are approved; two of the five are programs used by trained dyslexia interventionists
- **Summer Reading Camps**
 - Required to invite all students in schools with the lowest 5% outcome data in 3rd-grade reading and identified as full support school; required to invite all students with a consistent deficiency in other K-3 schools; 60 hours of literacy instruction and intervention is required
- **Promotion to 3rd Grade Based on State Assessment**
 - Alabama requires all third graders to demonstrate a path to promotion to continue to the fourth grade; the state assessment is the primary path for promotion
- **Multiple Pathways for Promotion**
 - ACAP Summative Assessment (Reading Subtest)
 - ACAP Supplemental Reading Assessment
 - Third grade test-based portfolio with evidence of mastery of essential standards
 - Qualify for a Good Cause Exemption
- **Good Cause Exemptions for Some Students**
 - Students with IEPs, 504s, IELPs, and previously retained students have an opportunity for a good cause exemption if other requirements are met (such as intensive intervention)

