



# Annual Report

ALABAMA STATE DEPARTMENT OF EDUCATION

2019/2020 ERIC G. MACKEY, STATE SUPERINTENDENT

## Alabama Literacy Act: Statewide Summary Early Literacy Report

# 2019-2020 Alabama Literacy Act: Statewide Summary Early Literacy Report\*

\*As required by Ala. Code 16-6G-5 (n)

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

**Special Note: As implementation of the Alabama Literacy Act is ongoing and these are the very initial stages of reporting any statewide summary data, the following data caveats are crucial.**

## Data Caveats:

- Values are compilations of self-reported data from LEAs (manually entered by each LEA into a summary spreadsheet) and do not represent analyses of actual assessment data or individual child-level data.
- The vast majority of designations for grade level reading (below, at, above) were based on screenings and assessments conducted in December 2019 and January 2020 due to COVID-19 implications.
- Use caution when interpreting findings; results may not be valid for consideration of baseline performance due to potential self-report data entry errors, lack of actual, child-level assessment data, and timing of screening/assessment.
- At the time of screening, the Literacy Task Force had not finalized recommendations for the vetted early assessment list. Therefore, data could be based on varying assessments that LEA's had in place prior to the adopting of the Alabama Literacy Act.

## KINDERGARTEN

Total Number of Students 55,271

|                                               | Number | Percentage |
|-----------------------------------------------|--------|------------|
| Students identified with a reading deficiency | 16,546 | 29.9%      |
| Students on or above grade level              | 33,283 | 60.2%      |
| Students retained for reading                 | 2,255  | 4.1%       |

## FIRST GRADE

Total Number of Students 55,277

|                                               | Number | Percentage |
|-----------------------------------------------|--------|------------|
| Students identified with a reading deficiency | 16,438 | 29.7%      |
| Students on or above grade level              | 44,679 | 80.8%      |
| Students retained for reading                 | 1,825  | 3.3%       |

**SECOND GRADE**

Total Number of Students

53,680

|                                               | Number | Percentage |
|-----------------------------------------------|--------|------------|
| Students identified with a reading deficiency | 17,190 | 32.0%      |
| Students on or above grade level              | 32,267 | 60.1%      |
| Students retained for reading                 | 699    | 1.3%       |

**THIRD GRADE**

Total Number of Students

54,025

|                                               | Number | Percentage |
|-----------------------------------------------|--------|------------|
| Students identified with a reading deficiency | 20,404 | 37.8%      |
| Students on or above grade level              | 31,318 | 58.0%      |
| Students retained for reading                 | 330    | 0.61%      |

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

Total Number of K-3 Students

217,938

|                                                                  | Number | Percentage                                                                                                       |
|------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------|
| Students screened for dyslexia                                   | 33,578 | 15.4%                                                                                                            |
| Students identified as demonstrating characteristics of dyslexia | 13,825 | 41.2%<br>(of all screened)                                                                                       |
| Students receiving dyslexia-specific intervention                | 19,517 | 6.3%<br>(of all K-3)<br>Over 100%<br>(of positive screens)<br>58.1%<br>(of all screened)<br>9.0%<br>(of all K-3) |

## **SUMMER READING CAMP**

Total Number of K-3 Students

217,938

|                                                              | Number | Percentage |
|--------------------------------------------------------------|--------|------------|
| Students eligible for mandatory summer reading camp          | 39,727 | 18.2%      |
| Eligible students who attended mandatory summer reading camp | 6,466  | 16.3%      |

## **STATEWIDE K-3 RETENTION**

Total Number of K-3 Students

217,938

|                                                                                                                                                                                 | Number               | Percentage |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------|
| Students retained for reading                                                                                                                                                   | 10,111               | 4.6%       |
| Students who started third grade in the 2019-2020 school year and would have met the good cause exemption criteria to be promoted to fourth grade for the 2020-2021 school year | Total number = 3,766 |            |
| Students whose IEPs indicate participation in statewide assessment program is not appropriate                                                                                   | 680                  | 18.1%      |
| English Learner (EL) students who have had less than two years of instruction in English as a Second Language (ESL)                                                             | 846                  | 22.5%      |
| Students with IEP/504 who has received intensive reading intervention for more than two years and has been previously retained                                                  | 1,038                | 27.6%      |
| Students who have received intensive reading intervention for two or more years and have been previously retained                                                               | 908                  | 24.1%      |

## **PROFESSIONAL LEARNING**

Total Number of K-3 Teachers

16,468

|                                                                                                                | Number             | Percentage |
|----------------------------------------------------------------------------------------------------------------|--------------------|------------|
| Teachers currently participating in or have completed professional development in the Science of Reading (SOR) | 8,411              | 51.1%      |
| Teachers who have completed dyslexia awareness training                                                        | 10,026             | 60.9%      |
| Teachers who have completed multisensory strategies training                                                   | 6,938              | 42.1%      |
| K-3 <sup>rd</sup> grade teachers who satisfy the definition of a dyslexia interventionist                      | 1,507              | 9.1%       |
| 4 <sup>th</sup> -12 <sup>th</sup> grade teachers who satisfy the definition of a dyslexia interventionist      | Total number = 403 |            |
| Other teachers who satisfy the definition of a dyslexia interventionist                                        | Total number = 450 |            |

\*Includes Kindergarten-3<sup>rd</sup> grade teachers, special education teachers, and other K-3 educators (interventionists, English Learner teachers, etc.)

**ADDRESS**

50 N RIPLEY STREET  
MONTGOMERY, AL 36104

**CONTACT**

P : 334.694.4915  
E : JSANDERS@ALSDE.EDU