



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.  
State Superintendent of Education

July 8, 2022

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Eric G. Mackey *EGM*  
State Superintendent of Education

**RE:** Alabama Reading Initiative (ARI) Comprehensive Planning and [Alabama Literacy Act 2019-523](#) (ALA) Reporting Requirements for the 2022-2023 School Year

Thank you for your continued efforts in embracing the Science of Reading (SoR) and implementation of the [Alabama Literacy Act 2019-523](#) (ALA). Through ongoing collaboration with local education agencies (LEAs), the Alabama Reading Initiative (ARI) recognizes the importance of providing key ALA implementation due dates and professional development opportunities to assist with the 2022-2023 planning. Your consistent feedback was utilized in the review of the 2021-2022 key implementation components in continuing our efforts to streamline the LEA paperwork requirement.

The comprehensive ALA implementation outline below represents a culmination of our continuing efforts to streamline and provide communication efficiently and effectively to assist LEAs.

- I. Annual LEA Reporting Requirements**
  - a. Comprehensive Early Literacy Report (2021-2022)
  - b. Summer Reading Camps (SRC) ALA Implementation Monitoring Q3
  - c. ALA Implementation Monitoring Q4
- II. 2022-2023 LEA Local Reading Specialist (LRS)**
  - a. Memorandum of Agreement (MOA) and Memorandum of Understanding (MOU)
  - b. Quarterly (Q) Monitoring of ALA
  - c. Professional Learning for Local Reading Specialist (LRS)
- III. 2022-2023 Early Years Assessment Administration Vendors, AlaKiDS, and English Language Learner Testing**
  - a. Assessment Testing Windows for the 2022-2023 School Year
  - b. Early Reading and Math Assessment(s) Selection
- IV. LEA Resources and Funding**
  - a. Literacy Task Force (LTF) Update on Core Reading Program and Portfolios
  - b. ALA Implementation Guide phase I and II
  - c. Memos, Dates, and ARI Quick Links
  - d. ARI Summer Reading Camp Funding 2023 and 2024
- V. Professional Learning Opportunities**
  - a. 2021 *Alabama Course of Study: English Language Arts*
  - b. Language Essentials for Teachers of Reading and Spelling (LETRS) Science of Reading
  - c. Dyslexia Awareness Training
  - d. Certified Academic Language Therapist (CALT) Opportunities

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**I. ALA REPORTING REQUIREMENTS**

Per page 12 of the ALA, "The State Superintendent of Education shall develop an evidence-based accountability reporting system for the Alabama Reading Initiative that shall measure student growth and proficiency towards teacher professional learning goals and student performance on state-approved formative and summative assessments." Additionally, it states, "Annually, on or before September 30, each local education agency shall report in writing to the State Superintendent of Education" the required information. The State Superintendent of Education shall establish a uniform format for local school systems to use in reporting the information required by subsection (m)." (pages 26-27). The following outlines the anticipated ALA reporting requirements for 2022-2023.

**a. Comprehensive LEA Early Literacy Report 2022**

To respond to feedback from LEAs, we continue to strive to improve reporting for the ALA. This information will continue to evolve as the requirements cycle into the PowerSchool Student Information System (SIS). Information that cannot be obtained from PowerSchool will be required in a format similar to the 2021-2022 school year and is linked below. While we cannot obtain all information from PowerSchool, we are working with Mrs. Stacy Royster's assistance to identify creative ways to limit what has to be directly reported and plan to be able to reduce the information outlined in the link below. We will update you as we know more information.

[Comprehensive LEA Early Literacy Report Sample  
of Documentation to Be Collected](#)

Upon completion of your LEA report, the data will be compiled for three main purposes.

1. By law, the State Superintendent of Education is required to annually submit a comprehensive report in December to the State Legislature.
2. The data will also be analyzed by state and regional staff to provide tiered supports from the state and regional ARI staff, to identify themes and patterns of reading strengths and deficiencies across the state, and to plan professional development that aligns to needs.
3. The revisions to the [ALA](#) include correspondence of the data to the Alabama Committee for Grade-Level Reading and the Literacy Task Force.

The final report will be due no later than Friday, September 16, 2022. The specific requirements are described on page 25 of the [ALA](#) for this comprehensive report and the data to be collected aligns with the link above.

**b. Summer Reading Camps (SRC) (ALA) Implementation Monitoring (Q3)**

LEAs received notification of the [Summer Reading Camp Plans](#) that were due May 6, 2022. This document will also account for the "ALA Implementation FY22 Q3" submission. Contact your Regional Literacy Leadership Specialist (RLLS) for questions.

**c. ALA Implementation Monitoring Q4**

Great schools use a structured approach to plan for essential elements they know occur during the school year. This structure helps schools prioritize behavior that will maximize instructional opportunities and develop professional growth. To facilitate the quality of instruction, we have provided items for consideration in preparation for the 2022-2023 school year. Regional specialist(s) will provide support with any questions or support in considering this document. This "[Structure Generates Behavior](#)" document is for conversations with principals, the local reading specialist, and regional specialists but, most importantly, it supports communication of needed elements for teachers and students. This does not have to be submitted for monitoring purposes; however, your RLLS will follow up with you as you design your Q4 with these elements in mind.

**II. 2022-2023 LEA LOCAL READING SPECIALIST**

**a. MOA and MOU**

LEA allocations for local reading specialists will be provided for every school with any combination of kindergarten, first grade, second grade, or third grade students. The previous allocation for an LRS was \$52,881 minimum per district, but to not prioritize support for coaching, the allocation provided for schools has increased. The allocation will be \$80,000, but only if the school has a designated local reading specialist dedicated full time to the role in only one school and fulfills the job requirements. For schools to receive their funding, the [MOA/MOU](#) should be **reviewed and signed** by the local reading specialist, school principal, district ARI contact (often a curriculum director), the chief school financial officer, and the school superintendent. **Forward the [MOA/MOU](#) link to your district ARI contact.** That person will fill in the contact information for the remaining individuals for each of the schools, and the document will route through all necessary personnel for signatures of agreement. *Large districts may prefer to send to the LRS to begin this process.* This document will be used to determine which schools have earned the \$80,000 allocation and is complete with the job description and memorandum of understanding. A [sample of the MOA/MOU](#) can be found in the link to review before routing.

<u>Allocation Breakdown</u>	<u>Amount</u>
Allocation per Local Reading Specialists (LRS)	\$ 80,000

**b. Quarterly Monitoring of ALA**

Page 11 of the ALA states, “The State Superintendent of Education and local education agencies shall monitor the implementation and effectiveness of the Alabama Reading Initiative regional literacy specialist and local reading specialist model, and the State Superintendent of Education and each local education agency being served by a regional literacy specialist or a local reading specialist shall maintain communication among the district, school administration, and the Alabama Reading Initiative state administration staff throughout the academic year.” **The following schedule provides LEAs with a comprehensive overview of the system that has been developed from ongoing feedback to ensure the implementation of a systematic approach for supporting students and educators.** Requirements are subject to be lessened as a new reporting system/dashboard evolves.

<u>Due Date</u>	<u>Brief Description</u>	<u>Alignment to LRS</u>	<u>Key Data Required (Qualitative/Quantitative)</u>
Q1 December 2, 2022	Local Reading Specialists & Identifying Student Deficiencies	<ul style="list-style-type: none"> <li>• LRS Role (ALA pages 9-11)</li> <li>• LRS collaboration to create a strategic plan for coaching</li> <li>• Facilitating data analysis</li> <li>• Prioritizing coaching</li> </ul>	<ul style="list-style-type: none"> <li>• SRIPs</li> <li>• School level communication process</li> <li>• Reading-at-Home Plan</li> <li>• Data analysis and PST needs</li> </ul>

<u>Due Date</u>	<u>Brief Description</u>	<u>Alignment to LRS</u>	<u>Key Data Required (Qualitative/Quantitative)</u>
Q2 March 3, 2023	Ongoing Data Analysis and Adjustment to Instruction	<ul style="list-style-type: none"> <li>LRS collaboration to create a strategic plan for coaching</li> <li>Facilitating data analysis</li> <li>Prioritizing coaching</li> </ul>	Support needed for: <ul style="list-style-type: none"> <li>Data meetings</li> <li>Tiered Instruction</li> <li>Problem-Solving Teams (PST)</li> <li>Walk-throughs and LRS coaching cycles</li> </ul>
Q3 May 5, 2023	Summer Reading Camp (SRC)	<ul style="list-style-type: none"> <li>Collaborating with the principal to create a strategic plan for coaching</li> <li>Facilitating data analysis discussions</li> </ul>	<ul style="list-style-type: none"> <li>Planned structure for SRC</li> <li>Contacts for SRC</li> <li>Criteria as outlined in the (ALA pages 16-17)</li> <li>Needs assessment breakdown</li> <li>Estimated budget</li> <li>Collaborative partners</li> </ul>
Q4 August 8, 2023	“Driving the Journey to Success” takes schools through collaborative leadership, assessment, curriculum and standards, instruction, interventions, and ongoing professional learning as they relate to outlining structures that support the implementation of ALA.	<ul style="list-style-type: none"> <li>Facilitating schoolwide and targeted professional development (ALA pages 10-11)</li> <li>Employment of LRS and job description (ALA page 10)</li> <li>Facilitating data analysis (ALA pages 10-11)</li> </ul>	<ul style="list-style-type: none"> <li>PST facilitator and dates</li> <li>Reading instructional times</li> <li>Times for professional development opportunities</li> <li>LRS identification</li> <li>Collaboration between LRS with principal</li> <li>LRS needs</li> <li>Assessment windows and data meeting schedule</li> <li>Comprehensive core programs</li> <li>Before- and after-school tutoring</li> <li>Tiered Instructional Plan for Instruction</li> <li>Professional development needs</li> </ul>
<i>*Subject to adjustment based on LEA needs and data analysis.</i>			

- c. Professional Learning for LRS and Principals  
[Coaching Communities and LRS Orientation](#) dates have been set for 2022-2023. Please share document linked above outlining the details of the required trainings. If you have any questions, please contact Mrs. Vickie Chappelle, ARI Education Specialist, at [vchappelle@alsde.edu](mailto:vchappelle@alsde.edu) or call the ARI Section at 334-694-4632.

<b>“COACHING COMMUNITY” DATES</b>	
<b>Required LRS Professional Learning Events</b>	
<b>August 18-19, 2022, OR August 25-26, 2022</b> <i>(1st year LRS shall attend one of the two required trainings)</i>	Orientation
<b>September 19-23, 2022</b>	Coaching Community #1
<b>November 14-18, 2022, November 28-30, 2022</b>	Coaching Community #2
<b>January 23-26, 2023, January 30-31, 2023</b>	Coaching Community #3
<b>March 6-9, 2023, March 13-17, 2023</b>	Coaching Community #4
<p><i>*RLS team will provide one (1) day for professional learning between the dates listed for LRS to attend the Coaching Community.  It is important that each LRS attend the full day.</i></p>	

To better support administrators and knowing that administrative knowledge and support are essential for building success, we are partnering with the Alabama Math, Science, and Technology Initiative (AMSTI) to provide one-day leadership collaboratives. **Each building level principal serving any combination of kindergarten through third grade should attend these quarterly meetings, which are intended to be face-to-face.** ARI district contacts are welcome to attend. These meetings will feature a half-day training sponsored by ARI and a half-day training sponsored by AMSTI in the same location in your region. This will replace our “Lunch and Learn” sessions previously provided virtually as administrators navigated COVID.

<b>“STRONG LEADER, STRONG READER” AND “LEADERS COUNT”</b>	
<b>DEVELOPMENT SESSION DATES</b>	
<b>Principal Meetings</b>	
<b>September 26-30, 2022</b>	“Strong Leader, Strong Reader” #1
<b>December 5-9, 2022</b>	“Strong Leader, Strong Reader” #2
<b>February 6-10, 2023</b>	“Strong Leader, Strong Reader” #3
<b>March 20-24, 2023</b>	“Strong Leader, Strong Reader” #4

**III. 2022-2023 EARLY YEARS ASSESSMENT ADMINISTRATION VENDORS, ALAKIDS, AND ENGLISH LANGUAGE LEARNER TESTING**

**a. Assessment Testing Windows for the 2022-2023 School Year**

These windows are provided to support you in facilitating planning for 2022-2023. The AMSTI and ARI have worked in partnership to provide an alternative to submitting your benchmark data at each period (beginning, middle, and end-of-year). Those LEAs that do not complete the Data Sharing Agreement with their Early Years Assessment vendor will be required to continue submitting this information at the LEA/school level in CAVEON. Note that the **2022 Comprehensive LEA Early Literacy Report** involves comprehensive information that is in addition to these early years assessments.

Assessment	Testing Window	Completion of Data Due Date
<b>WIDA Screener Online or WIDA Screener for Kindergarten</b> <i>(A new student who has a language other than English on their Home Language Survey)</i>	30 days <i>(If enrolled before the 1st day of school)</i> 10 days <i>(If enrolled after the 1st day school)</i>	NA
<b>AlaKiDS</b> <i>(If a student scores 4.0 or below on the WIDA Screener for Kindergarten, they will be exempt from AlaKiDS)</i>	08/01/2022-09/14/2022	9/30/2022
Beginning-of-Year (BOY) <b>Early Reading &amp; Math Assessment</b>	08/01/2022-09/14/2022	10/03/2022
Middle-of-Year (MOY) <b>Early Reading &amp; Math Assessment</b>	10/31/2022-01/20/2023	02/10/2023
End-of-Year (EOY) <b>Early Reading &amp; Math Assessment</b>	04/03/2023-05/19/2023	06/05/2023
Summer Testing Window <b>Early Reading &amp; Math Assessment</b>	Within Students' Last Week of Summer Reading Camp <i>(Guidance forthcoming)</i>	08/11/2023 <i>(Or 2 weeks after program completion)</i>
<p>*Consult with vendors prior to setting the assessment schedule for your LEAs, as vendors may have preferred dates within these windows.  ** The ALSDE recommends 12 weeks of instruction between assessments when possible.  ***ACAP Summative and Supplemental dates forthcoming.</p>		

**b. Early Reading and Math Assessment Selection**

LEAs received the memorandum \_\_\_\_\_ outlining the LTF recommendations for assessment programs. LEAs will not be asked to discontinue contracts this school year if they are previously working with another vendor.

**IV. LEA RESOURCES**

**a. Literacy Task Force Updates**

- An additional opportunity for vendors to submit **comprehensive core reading programs** will take place with possible selection of additional approved programs by the ELA Textbook Committee and the LTF. This is a joint project and will only involve kindergarten through third grade comprehensive and supplemental materials. The proposed timeline will coincide with the state annual textbook cycle, which would make any new options available for LEAs in the spring of 2023.
- The LTF has recently reviewed Early Reading Assessment Programs (Memorandum [FY22-2056 Early Years Reading and Math Assessments](#)). These are considered the best match to the ALA requirements and will be options for use in the 2023-2024 school year.
- Intervention programs have been submitted for review by the LTF to update their recommended intervention list. This vetting will take place in September with the results anticipated in October.
- The portfolio guidance aligned to 2021 *Alabama Course of Study: English Language Arts* standards and revisions based on feedback is currently being developed. Updates will be provided upon the LT's completion.

**b. Memos, Dates, and ARI Quick Links**

Click on the active links for [ARI Memorandums](#) and [Quick Links to Support the ALA Implementation](#) for ongoing information and important resources from ARI.

**c. Summer Reading Camp Funding 2023 and 2024**

As a reminder, Summer Reading Camp funding for the summer of 2023 and summer of 2024 was to be allocated through your ESSER funds. See [Fiscal Year \(FY\) 2022 State ETF Allocations for Summer Learning and Enrichment Programs and Summer Reading Camps](#) for more information.

**V. PROFESSIONAL LEARNING OPPORTUNITIES**

**a. 2021 Alabama Course of Study: English Language Arts**

In March, the Alabama State Board of Education approved the [2021 Alabama Course of Study: English Language Arts](#). This summer, each Regional Inservice Center (RIC) will provide opportunities for teachers to receive training on these new standards if they were unable to attend the sessions facilitated by their local reading specialist during the school year. Additional information will be provided by your local RIC Director.

**b. LETRS Science of Reading**

Professional learning on the Science of Reading is still available for Educators via LETRS. Educators may sign up by accessing the [Alabama LETRS webpage](#) and selecting the appropriate course (Early Childhood, Elementary, or Administrator). We strongly encourage teachers to engage in the exemplary Science of Reading opportunity. The deadline is August 31, 2022.

**c. Dyslexia Awareness Training**

ARI Regional Specialists and RICs have partnered to provide upcoming opportunities for Dyslexia Simulation Training, which meets the “dyslexia awareness” requirement in the ALA on page 27. ARI will provide an additional training opportunity at MEGA Conference. Use the [Dyslexia Training Opportunities](#) for more opportunities.

**d. Certified Academic Language Therapists (CALT)**

[Memorandum-Multisensory Structured Language Education Training Leading to CALT Endorsement](#) outlines opportunities for teachers to be involved in this high-level, two-year training opportunity.

Thank you for collaborating with the ARI to implement measures of effectiveness, including both qualitative and quantitative data analyses to track acquisition of skills and knowledge, local reading specialist activities, and impact of effectiveness as it relates to increasing student reading proficiency, as required by the ALA. While much is required by law, we should never forget the spirit of the law—grade-level reading proficiency by third grade for all students.

EGM/BS/KJ

cc: Curriculum and Instruction Coordinators  
ARI LEA Contacts  
Assessment Coordinators  
Alabama Literacy Task Force  
Mrs. Angela Martin  
Dr. Elisabeth Davis  
Mrs. Shanthia Washington  
Mrs. Bonnie Short

FY22-2060