



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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

May 26, 2021

MEMORANDUM

TO: City and County Superintendents of Education

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

RE: Alabama Literacy Act 2019-523 (ALA) Reporting Requirements and
 Alabama Reading Initiative (ARI) Comprehensive Planning for 2021-2022

Thank you for your dedication and efforts to complete the 2020-2021 school year despite the challenges brought on by the COVID-19 pandemic this school year. Your flexibility and diligence to do what is necessary for children is noticed and appreciated. To facilitate your work, the Alabama State Department of Education (ALSDE) remains committed to supporting your individual needs and assisting as you implement the components of the ALA.

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, on page 26 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).” (page 27)

- a. Comprehensive LEA Early Literacy Report 2021:** In September of 2020, schools submitted the first comprehensive reporting information in the CAVEON portal. In an effort to respond to feedback from local education agencies (LEAs), we have developed an alternative method to submit this year’s comprehensive reporting requirement. Once submitted, this document will send the LEA reporting personnel a copy of the documentation, while simultaneously making this information available to the ARI as required on page 12 of the ALA.

The official reporting portal is now accessible through the following link:
Comprehensive LEA Early Literacy Report 2021.

Alabama
 State Board
 of Education

Governor Kay Ivey
 President

Jackie Zeigler
 District I
 Vice President

Tracie West
 District II

Stephanie Bell
 District III

Yvette M. Richardson, Ed.D.
 District IV
 President Pro Tem

Tonya S. Chestnut, Ed.D.
 District V

Cynthia McCarty, Ph.D.
 District VI

Belinda McRae
 District VII

Wayne Reynolds, Ed.D.
 District VIII

Eric G. Mackey, Ed.D.
 Secretary and
 Executive Officer

You may click on the link to print out a copy of the document to support you in compiling the data. If you need assistance with your report, you may contact your regional literacy leadership specialist (RLLS). **Each school with Grades K-3 in your LEA must have a completed submission.** The LEA does not submit data at the district level unless otherwise determined by the system. Collaboration between the LEA and the school-level administrators is always encouraged. The information submitted will be sent to ARI, as well as the following individuals:

- Person Completing the Data Entry
- Principal
- LEA ARI Contact
- Superintendent

If a superintendent has additional questions or concerns with the data submitted, he/she may contact Mrs. Bonnie L. Short at bonnie.short@alsde.edu for next steps.

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

1. By law, the State Superintendent of Education is required to annually submit a comprehensive report in December to the legislators.
2. The data will also be analyzed by state and regional staff to provide tiered supports from 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.

The final report will be due no later than Friday, September 17, 2021, to allow LEAs time to enter all that is **required by the ALA** that includes the following:

Required Reporting Elements and Timeline for K-3 Schools per the ALA	
September 17, 2021	<p>Student Performance</p> <ul style="list-style-type: none"> • Reading deficiency (numbers and percentages) • Screening for dyslexia (numbers and percentages) • Students performing at or above grade level on the ACAP (numbers and percentages) • 3rd grade students (from 2020-2021 school year) with deficiencies in each of the 5 components of reading (numbers and percentages) • 3rd grade students (from 2020-2021 school year) starting with a deficiency and ending passing the ACAP (numbers and percentages) • Summer Reading Camp students invited, attended, pretest and posttest scores (numbers and percentages) <p>Teacher Professional Learning Goals</p> <ul style="list-style-type: none"> • Dyslexia intervention programs • Science of Reading professional learning • Dyslexia awareness training • Multi-sensory training • Dyslexia interventionist as defined by the State Board of Education (CALT certified)

	<p><i>Additionally, we are including the requirements for cursive handwriting proficiency, due to the implementation of Act 2016-352, also known as Lexi’s Law. Be reminded that a waiver option is provided this year(2020-2021) for Lexi’s Law. Those requests can be made through the following link: Cursive Handwriting Waiver Request.</i></p>
September 2022	<ul style="list-style-type: none"> • The above information plus: • 3rd grade retention (numbers and percentages) • 3rd grade promotion based on the alternate assessment, and each of the “Good Cause Exemptions”
September 2023	<ul style="list-style-type: none"> • The above information plus: • Continued reporting on those students identified the previous years as having “Good Cause Exemptions” and number of those that passed based on ACAP

- b. Summer Reading Camps (SRC) (ALA Implementation Monitoring Q3):** LEAs received notification of the Summer Reading Camp Plans and Budget Projections that was due May 14, 2021. This document will also account for the “ALA Implementation FY21 Q3” submission. No additional documentation for “ALA Implementation FY21 Q3” will be due. If you have questions concerning this document submission, you may contact your RLLS.
- c. ALA Implementation Monitoring Q4:** This document was developed to support planning efforts and organize components for the 2021-2022 school year. The April/May “Regional Literacy Leadership Specialist Lunch and Learn” for the 2020-2021 school year has supported further understanding of this submission. Your RLLS will be happy to assist you with the document. We have included information that will support your summer professional development and your comprehensive reporting data.

II. 2021-2022 LEA Local Reading Specialist: The FY 2022 ETF budget has been signed by the Governor. LEA allocations for local reading specialists will follow the same structure as last year. Reviewing the ARI Funded Local Reading Specialist Job Description and Memorandum of Understanding will assist in ensuring your designated educators meet and understand pages 9-12 of the ALA. Allocated funds **must be directed** toward funding local reading specialists in K-3 schools with the greatest needs. In order to receive the greatest benefits of the resources and support for grade-level reading, we encourage you to involve your LEA school leadership teams and RLLS in determining placement of the most highly effective local reading specialist(s) who meet the qualifications outlined in the ALA. The ALSDE is committed to ensuring these positions are implemented in accordance with the expectations and requirements of the ALA. It is expected for LEAs to maximize their use of these positions to ensure gains in student reading proficiency. If LEAs are unable to meet the requirements and expectations of the legislation, further actions may be taken to assist LEAs to ensure maximum efficiency. Finalized LEA allocations, a

formal memorandum of understanding (MOU), and verification form will be a part of the October 15, 2021, ALA Implementation Monitoring Q1 for the 2021-2022 school year.

<u>Allocation Breakdown</u>	<u>Amount</u>
Allocation per Local Reading Specialists (LRS)	\$ 52,881.00
<i>If a system only has one LRS in Grades K-3, they will receive a minimum allocation of \$80,000</i>	

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 your ongoing feedback to ensure that we are not simply requiring “compliance,” but rather implementing a systematic approach for supporting students and educators.**

<u>Due Date</u>	<u>Brief Description</u>	<u>Alignment to LRS</u>	<u>Key Data Required (Qualitative/Quantitative)</u>
Q1 December 3, 2021	Local Reading Specialists & Identifying Student Deficiencies	<ul style="list-style-type: none"> • Minimum qualifications & role (ALA pages 9-11) • LRS collaboration to create a strategic plan for coaching • Facilitating data analysis • Prioritizing 	<ul style="list-style-type: none"> • Superintendent Certification of LRS and comprehensive data submission • SRIP plans • School level communication process • Reading at Home plan • Data analysis and PST needs
Q2 March 4, 2022	Ongoing Data Analysis and Adjustment to Instruction	<ul style="list-style-type: none"> • LRS collaboration to create a strategic plan for coaching • Facilitating data analysis • Prioritizing 	Support needed for: <ul style="list-style-type: none"> • Data meetings • Tiered instruction • Problem-Solving Teams (PST) • Walk-throughs and LRS coaching cycles • Core program textbook adoption

Q3 May 6, 2022	Summer Learning Camp (SLC)	<ul style="list-style-type: none"> Collaborating with the principal to create a strategic plan for coaching Facilitating data analysis discussions 	<ul style="list-style-type: none"> Planned structure for SRC Contacts for SLC Criteria as outlined in the (ALA pages 16-17) Needs assessment breakdown Estimated budget Collaborative partners
Q4 July 29, 2022	“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"> Facilitating schoolwide and targeted professional development (ALA pages 10-11) Employment of LRS and Job description (ALA page 10) Facilitating data analysis (ALA pages 10-11) 	<ul style="list-style-type: none"> PST facilitator and dates Reading instructional times Times for professional development opportunities LRS identification Collaboration of LRS with principal LRS needs Assessment windows and data meeting schedule Comprehensive core programs Before- and after-school tutoring Tiered Instructional Plan for instruction Professional development needs
<i>*Subject to adjustment based on LEA needs and data analysis.</i>			

Coaching Communities and LRS Orientation dates have been set for 2021-2022 for these LRS events. Please share the linked document that outlines the details of the required trainings. If you have questions, please contact Mrs. Vickie Chappelle, ARI Education Specialist, at vchappelle@alsde.edu or call the ARI Section at 334-694-4632.

Required LRS Professional Learning Events	
August 19-20, 2021, or August 25-26, 2021 <i>(Years 1, 2, and 3 LRS attend one of the two required trainings; not required for year 4+)</i>	Orientation
September 20-24, 2021	Coaching Community #1
November 15-19, 2021, or November 29-December 3, 2021	Coaching Community #2
January 18-21, 2022, or January 24-27, 2022	Coaching Community #3
February 22-25, 2022, or February 28-March 4, 2022	Coaching Community #4
April 11-15, 2022, or April 18-22, 2022	Coaching Community #5
<i>*RLS 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>	
<i>LEA/Principal Lunch and Learns will be strategically planned for the week following Coaching Communities to update you on the content they learned and how you can best support them.</i>	

III. 2021-2022 Early Years Assessment Administration Vendor, AlaKiDS, and English Language Learner Testing

- a. Assessment Testing Windows for the 2021-2022 School Year:** This window is provided to support you in facilitating your planning for 2021-2022. Alabama Math, Science, and Technology Initiative (AMSTI) and the 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 who 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 **2021 Comprehensive LEA Early Literacy Report** involves comprehensive information that is not included in these early reading assessments.

Assessment	Testing Window	Completion of Data Due Date
WIDA Screener Online or WIDA Screener for Kindergarten <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
AlaKiDS <i>(If a student scores 4.0 or below on the WIDA Screener for Kindergarten, they will be exempt from AlaKiDs)</i>	Initial 3-4 Weeks of School	9/17/2021
Beginning-of-Year (BOY) Early Literacy & Math Assessment	08/02/2021-09/17/2021	10/01/2021
Middle-of-Year (MOY) Early Literacy & Math Assessment	11/01/2021-01/14/2022	02/01/2022
ACCESS Testing for ELLs Online & Alternate ACCESS for ELLs	01/18/2022-03/18/2022	03/18/2022
End-of-Year (EOY) Early & Math Literacy Assessment	04/04/2022-05/20/2022	06/03/2022
Summer Test Window	Within Students' Last Week of Summer Reading Camp	08/13/2022 <i>(Or 2 weeks after program completion)</i>

- b. Early Reading and Math Assessment Selection:** LEAs should have made a final selection by Friday, May 5, 2021, in the Early Years Assessments Selections Form as outlined in the **FY21-2061** memorandum. If you have any questions, please contact Mrs. Christie Metz at christie.metz@alsde.edu or call the ARI Section at 334-694-4632.

IV. LEA Resources

- a. **Literacy Task Force (LTF) Update on Core Reading Program and Portfolios:** Vendors submitted requests to be reviewed as Comprehension Core Reading Programs for Alabama. The LTF has been working diligently to develop structures to evaluate the submitted programs and their alignment with the ALA. They intend to work during the summer to provide recommendations to the State Superintendent of Education, as well as the ALSDE English Language Arts (ELA) Textbook Committee. In the winter of 2022, the ALSDE ELA Textbook Committee will provide its recommendations for core reading programs as outlined by the *Alabama Administrative Code*. Additionally, the LTF, in collaboration with ARI, has diligently been developing portfolio guidance for the 2021-2022 school year that is expected to be ready prior to the start of the school year.
- b. **ALA Implementation Guide Phase I & II:** These resources have been released to support your implementation of the ALA and can be accessed on the ARI landing page on the right-hand column.
- c. **Memos, Dates, and ARI Quick Links:** Click on the active links for ARI Memorandums, 2021-2022 Dates for LEAs, Principals, & LRS, and Quick Links to Support the ALA Implementation for ongoing information and important resources from ARI.

V. Professional Learning Opportunities

- a. **2021 English Language Arts Course of Study:** In March, the Alabama State Board of Education approved the 2021 English Language Arts Course of Study. This summer, each Regional Inservice Center (RIC) will provide opportunities for teachers to receive training on the new standards. 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, Administrators). We strongly encourage teachers to engage in this exemplary Science of Reading opportunity.
- c. **Dyslexia Simulation Training:** ARI Regional Specialists and RICs have teamed to provide upcoming opportunities for Dyslexia Simulation Training which meets the “dyslexia awareness” requirement in the ALA on page 27. Additionally, Ms. Sonya Yates, President of the Dyslexia Awareness Council (DAC) will be providing an additional training opportunity at MEGA Conference.

City and County Superintendents of Education
Page 8
May 26, 2021

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 proficiency by third grade for all of our students.

EGM/BS/KJ

cc: K-3 Elementary Principals
Curriculum and Instruction Coordinators
Assessment Coordinators
Alabama Literacy Task Force
Dr. Daniel Boyd
Mrs. Angela Martin
Dr. Elisabeth Davis
Dr. Tracye Strichik

FY21-2079