

Alabama Literacy Act

Core Reading Instruction

- based on the science of reading
- develops the foundational reading skills of every student

Appropriate Intervention

- provided to K-3 students according to specific deficit
- from a list of interventions approved by state superintendent
- provided in addition to, not instead of core instruction

Dyslexia Specific Interventions

- Provided to all students with dyslexic tendencies
- Explicit, direct instruction
- Daily, targeted small-group interventions based on need
- Provided during the regular school day

Communication

Parents of K-3 students displaying consistent deficiencies must be notified in writing no later than 15 days after identification.

- Statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia and that a reading improvement plan will be developed by a team consisting of the principal, the teacher, other pertinent school personnel, and the parent or guardian
- A description of the current services being provided
- A description of the proposed reading intervention and supplemental instructional services and supports
- Monthly notification of progress
- Strategies and resources for home support
- A statement that if the reading deficiency is not addressed by the end of third grade, the student will not be promoted to fourth grade unless a good cause exemption is satisfied.
- Statement 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. Additionally, students will have a test-based student portfolio option and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade.

Individual Reading Plans

Any K-3 student with a reading deficiency at any time gets an Individual Reading Improvement Plan within 30 days of identification of the deficiency.

- Created by teacher, principal, other pertinent school personnel, and the parent or legal guardian
- Describes the evidence-based reading interventions, including dyslexia-specific interventions that the student will receive to address the deficiencies.
- Each identified student will continue to receive services until the student no longer exhibits a deficiency.

Incoming Third Graders

with a reading deficiency receive more intensive interventions:

- Strategies to accelerate progress
- Review of student reading improvement plans and provision of additional supports and services needed
- An effective or highly effective teacher of reading
- Additional instructional time in evidence-based and scientifically-based instruction and intervention
- Daily, targeted small group reading intervention based on student need
- Explicit and systematic instruction with more detailed explanations, more extensive guided practice, and more opportunities for error correction and feedback
- Frequent progress monitoring
- Before school, after school, or both, supplemental evidence-based reading intervention delivered by a teacher or tutor with specialized reading training
- A read-at-home plan including participation in parent training workshops or regular parent guided home reading activities

Promotion to Fourth Grade

Beginning in the 2021-2022 school year, all third grade students must demonstrate sufficient reading skills in order to be promoted to fourth grade. Students may demonstrate sufficient reading skills by:

- Scoring above the lowest achievement level on a board approved assessment in reading.
- Earning an acceptable score on an alternative standardized reading assessment.
- Demonstrating mastery of all third grade state reading standards as evidenced in at student reading portfolio.

If a student does not demonstrate sufficient reading skills on one of the three options listed above, and does not qualify for a good cause exemption, the student may not progress to fourth grade.

Good Cause Exemptions

Students promoted to fourth grade with a good cause exemption will continue to receive intensive reading interventions until reading deficiency is improved. Good cause exemptions are limited to:

- Students whose IEP plans indicates that participation in state assessments is not appropriate, according to state law.
- Students identified as English language learners (ELL) who have had less than two years of instruction in English as a second language.
- Students with disabilities who participate in the statewide English language arts reading assessment and who have an IEP or a 504 plan that reflects that a student has received intensive reading intervention for more than two years and who still demonstrates a deficiency in reading and was previously detained in kindergarten, first grade, second grade, or third grade.
- Students who have received intensive reading intervention for two or more years and who were previously detained in kindergarten, first grade, second grade, or third grade for a total of two years.
- No student will be retained more than twice in kindergarten through third grade.

Requesting Good Cause Exemptions

- Documentation submitted to principal from teacher of the student indicating that promotion is appropriate.
- Documentation includes which good cause exemption is requested and the current reading improvement plan and/or IEP of student.
- Principal reviews recommendation, determines if the student meets one of the good cause exemptions, and makes designation to the local superintendent in writing.
- Local superintendent, in writing, approves or rejects the recommendation of the school principal.

Managing Retentions

- The LEA assists the school in providing written notification to the parent of any student who is retained in third grade for not achieving the reading level required for promotion. Notice must clearly state why the student is not eligible for a good cause exemption and will include a description of the proposed interventions and supports to be provided during the retained year.
- Intensive acceleration will be established at each school for any student retained in third grade. In addition to previously employed interventions, intensive acceleration will:
 - Be provided by a highly effective teacher of reading.
 - Have reduced teacher-student ratio.
 - Provide explicit and systematic reading instruction and intervention for the majority of student contact time each day.