

ALA + Comprehensive Reporting Walk-Thru

- What changes impact PST supports this year?
- What implications are there for 3rd graders this year?
- What action steps do we need to focus on this year?
- What are the reporting requirements for Fall 2021?

Marshall County Schools
2021-2022

Consider
this...



**“GOOD TEACHERS INTRODUCE NEW
THOUGHTS, BUT GREAT TEACHERS
INTRODUCE NEW WAYS OF THINKING.”**

Adam Grant
Think Again

www.scribblewhatever.com

Literacy Act – Things to Know

The first group of students that falls under this act are now **third graders** this 2021-2022 school year.

There are “good cause” exemptions, but our goal is to have all of our students read well.

Possible Sequence...

What we “anticipate” the guidance to be:

Step 1: ACAP - Below Reading Cut Score (452)

Step 2: Attendance at Summer Camp for 70+ hours

Step 3: Post Assessment (i.e. ACAP Supplemental)

Step 4: Portfolio (based on Essential Standards)*

Step 5: Good Cause Exemptions

**SDE Memo + Handout*

Parental Notification

A parent or legal guardian of any K-3 student who exhibits a consistent deficiency in reading *or* characteristics of Dyslexia at any time during the school year, shall be notified in writing, no later than 15 days after the identification/determination.

Student Reading Intervention Plan (SRIP)

Must be written within 30 days of identification/determination

Must be provided in addition to comprehensive Core reading instruction

Provided to each K-3* student who exhibits a consistent reading deficiency OR characteristics of Dyslexia AND must address his/her specific deficiencies.

Daily, targeted, small group reading interventions during regular school hours

Dyslexia-specific intervention to students with characteristics of Dyslexia AND all struggling readers

Evaluates students monthly as well as quarterly (approx. every two months) and provides additional tutorial support if student has a consistent reading deficiency

**Students now in 4th grade with SRIPs follow the same process as those in K-3*

**Kindergarten: No SRIPs until after 1st semester, focus on Tier 1 & 2 supports. Retained K students with SRIPs must still follow the process. 1st Grade: No SRIPs until after 1st nine weeks, focus on Tier 1 & 2 supports. Retained 1st grade students with SRIPs must still follow the process.*

Forging Ahead in 2021-2022

- Continue to fully implement the ALA in the 2020-21 school year.
- Fall Tutoring for K-5 students that have consistent reading deficiencies
- Summer Camp- summer learning for all 6 elementary schools primarily targeting K-5 students who exhibit consistent reading deficiencies.
- SRIP Implementation across K-3* for students with consistent reading deficiencies.
- Continue to increase the number of educators trained in the science of reading.
- Implement required assessments in K-3 aligned to LTF recommendations.
- Embed high quality supplemental approaches to reading acquisition (ex. Sound Walls)
- Improve parental outreach (i.e. workshops, online support, etc.)
- Actively promote text accessibility and volume of reading across classrooms daily
- Target 2nd grade students with consistent deficiencies in reading
- Target 3rd grade students that scored below lowest achievement level (448) on ACAP Reading in Spring 2021 as 2nd graders.

Parent meetings

- Updated slideshow available:
 - https://docs.google.com/presentation/d/163Bh4tVZ_J0beJbX2U-f-UgTbBKLgt9AdNvHyw6nWJg/edit?usp=sharing
- Parent Workshops - an immediate need

Comprehensive Reporting Walk Thru

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), an alternative method to submit this year's comprehensive reporting requirement has been developed. The official reporting link is now accessible through the following link

https://fillable.jivrus.com/p/1ickoFuT_RFfOcVoQPs1XNhRSoXU45phocrTY3P-p1IY

Important Things to Know

- Each school with Grades K-3 must have a completed submission.
- Data from the 2020-2021 school year and 2021 Summer Reading Camp is being reported.
- All green cells must be completed.
- Pink cells do not have to be filled - this data is auto generated.
- The gray cells are not required to be reported at this time..or this year
- The final report will be due no later than **Friday, October 15th, 2021**

**As you work to complete the form, please use 0 (zero) as a placeholder for any grade levels K-3 not represented in your school configuration.*

- Have all data ready to enter in one sitting. The fillable form doesn't save and may time-out if it sits idle while entering the information.
- SAVE the fillable form as a PDF or print it BEFORE clicking submit. If you have any trouble with the submission, you can email Lora Snell to let her know and simply attach your PDF; She'll take it from there.

Page 1

-- Region 3

-- EOY 2020-2021 iReady Data

-- Total # of Students in Grade = # of students listed on EOY Report

-- Total # of Students identified with 1 or more reading deficiencies according to the assessment program...

Reports > Diagnostic Results > Academic Year 2020-2021 > Grade Level

Calculate by taking the total number of students tested and multiplying by the total % of yellow + red.

Comprehensive Data per the Alabama Literacy Act & Lexi's Law (To Be Provided to LEAs prior to June 30)

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. (Page 12)

ALL OF THE PINK BOXES WILL POPULATE FOR YOU BASED ON PREVIOUS DATA SUBMITTED. THIS DOCUMENT IS SET UP TO PROVIDE AN EMAIL TO ALL INDIVIDUAL EMAILS LISTED IN THE COLLABORATION SECTION AT THE BOTTOM.

Region #	#{Region #}
LEA	{LEA}
School	{School}

Reading Deficiency Numbers

	Total Number of Students Identified with one or more reading deficiencies according to the assessment program	Total Number of Students in the Grade	Percentage of Students with a Deficiency (auto calculate) per the assessment program
Kindergarten	{K Deficit #s}	{K # Students}	{% of K with deficiency} %
1st Grade	{1st Deficit #s}	{1st # Students}	{% of 1st with deficiency} %
2nd Grade	{2nd Deficit #s}	{2nd # Students}	{% of 2nd with deficiency} %
3rd Grade	{3rd Deficit #s}	{3rd # Students}	{% of 3rd with deficiency} %
COMBINED GRADES	{Total deficit #}	{Total #s of students}	{%TOTAL of Deficiency} %

Screened for Dyslexia Numbers

These numbers are students that needed additional reading support because the Tier III Dyslexia Approved Program outlined in their SRIP plan was not making the necessary progress after evaluating progress monitoring data.

Page 2

-- Column 1 = number of students formally screened in 2020-2021

-- Column 2 = total number of students screened that placed in Tier 3 Intervention (SPIRE) as a result

	Total Number of Students identified to provide additional Screening for Characteristics of Dyslexia when provided additional screening, as outlined in the Dyslexia Resource Guide Page	Total number of students who received additional screening and % of the screening components indicated he/she has "Characteristics of Dyslexia" as outlined in the Dyslexia Resource Guide Page (and receiving Dyslexia Specific Intervention)	Total Number of Students in the Grade	Percentage of Students with a Deficiency (auto calculate)	Percentage of Students who received additional screening and were determined to have "Characteristics of Dyslexia"
Kindergarten	#{K #ID for Dyslexia Screening}	#{K Qualified COD}	#{K # Students}	#{% of K with deficiency} %	#{K % with additional screening -COD}
1st Grade	#{1st #ID for Dyslexia Screening}	#{1st Qualified COD}	#{1st # Students}	#{% of 1st with deficiency} %	#{1st % with additional screening -COD}
2nd Grade	#{2nd #ID for Dyslexia Screening}	#{2nd Qualified COD}	#{2nd # Students}	#{% of 2nd with deficiency} %	#{2nd % with additional screening -COD}
3rd Grade	#{3rd #ID for Dyslexia Screening}	#{3rd Qualified COD}	#{3rd # Students}	#{% of 3rd with deficiency}	#{3rd % with additional screening -COD}
COMBINED GRADES	#{TOTAL #ID for Dyslexia Screening}	#{TOTAL Qualified COD}	#{Total #s of students}	#{%TOTAL of Deficiency}	#{Total % qualified}

Dyslexia Specific Intervention Programs

Page 3

-- Intervention Program = SPIRE

-- ACAP Data (on or above) = this section is calculated using the new cut scores established by the SDE.

- 2nd grade students scoring 448+ (ACAP - Reading)
- 3rd grade students scoring 452+ (ACAP - Reading)

What Dyslexia Specific Intervention Programs for Intervention do you use to support the students in your school? List all that apply and any specificity on their usage.	\${Dyslexia Intervention Programs}		
K-3 students Performing on Grade Level or Above on the State Board of Education Approved Reading Assessment - SUMMATIVE (ACAP)			
	K-3 students Performing on Grade Level or Above on the State Board of Education Approved Reading Assessment -SUMMATIVE (ACAP)	Total Number of Students in the Grade	Percentage of Students Performing at or Above on the State Board of Education Approved Reading Assessment
2nd Grade	\${2nd above ACAP BM}	\${2nd # Students}	\${2nd % at or above ACAP BM} %
3rd Grade	\${3rd above ACAP BM}	\${3rd # Students}	\${3rd % at or above ACAP BM} %
COMBINED GRADES	\${2-3 above ACAP BM}	\${Total # of 2-3 Students}	\${Combined % at or above ACAP BM}

Page 3 (cont.) -- 3rd graders last year!

- Beginning of the year 2020-2021 data
- Column 1 = use iReady data from page 1
- Column 2 = 0
- Column 3 = NWF CLS
- Column 4 = NWF WRC
- Column 5 = iReady HFW
- Column 6 = ORF Accuracy
- Column 7 = iReady VOC
- Column 8 = iReady LIT + INFO (Average)

	Number of students starting third grade with one or more reading deficiencies in any of the deficit areas	Number of students starting third grade with a consistent deficiency in letter naming fluency.	Number of students starting third grade with a consistent deficiency in letter sound fluency.	Number of students starting third grade with a consistent deficiency in nonsense word reading.	Number of students starting third grade with a consistent deficiency in sight words.	Number of students starting third grade with a consistent deficiency in oral reading accuracy.	Number of students starting third grade with a consistent deficiency in vocabulary.	Number of students starting third grade with a consistent deficiency in comprehension.
3rd Grade BOY	#{Started 3rd grade with any deficiency}	#{Started 3rd grade with letter naming fluency deficiency}	#{Started 3rd grade with letter sound deficiency}	#{Started 3rd grade with nonsense word reading}	#{Started 3rd grade with sight word deficiency}	#{Started 3rd grade with oral reading accuracy deficiency}	#{Started 3rd grade with vocabulary deficiency}	#{Started 3rd grade with comprehension deficiency}

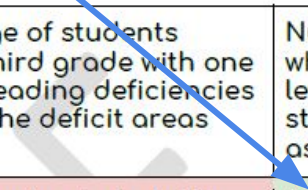
Page 4

-- Form has changed!

-- It's now the first column online that has to be completed. It now reads:

“Number of students that started 3rd grade with one or more deficiencies, but was on or above grade level

Take the students that were on or above 452 on the ACAP Reading (3rd graders only last year) and look up their BOY iReady for last year and if they have a deficiency then they count towards your total.



	Number of students starting third grade with one or more reading deficiencies in any of the deficit areas	Percentage of students starting third grade with one or more reading deficiencies in any of the deficit areas	Number of those students who ended the year on grade level as determined by the state standardized assessment (ACAP)
3rd Grade EOY	$\{Started\ 3rd\ grade\ with\ any\ deficiency\}$	$\{\% \ 3rd\ grade\ started\ with\ any\ deficiency\}$	$\{\#3rd\ EOY\ started\ deficient\ but\ ended\ ACAP\ @BM\}$

Page 4 (cont.) -- Camp Marshall Data 2020-2021

- Column 1 = # of students with an SRIP (including EL & SpEd) at EOY
- Column 2 = # of students in column 1 that attended at least 2 days of Camp Marshall
- Column 4 = average EOY iReady Scale Score of students that attended at least 2 days
- Column 5 = average iReady Scale Score (BOY 2021-2022) of students that attended at least 2 days

Summer Reading Camp						
	Total Number of Students to whom it was mandatory be invited to attend Summer Reading Camp due to a deficiency	Total Number of <i>those</i> students that attended Summer Reading Camp	Percentage of Eligible Summer Reading Camp attendees	Average Pre-Summer School Assessment Scores (EOY) - those attending only	Average Post-Summer School Assessment Scores (BOY) - those attending only	Difference in Pre-Summer School Scores (EOY) and Post-Summer School Scores (BOY) -- GROWTH
Kindergarten	#{K total invited to attend Reading Camp}	#{K total # of students that attended SRC}	#{% K eligible for SRC}	#{K Average Score of Pre-SRC EOY}	#{K Average Score of POST-SRC EOY}	#{K difference b/w Pre & Post}
1st Grade	#{1st total invited to attend Reading Camp}	#{1st- total # of students that attended SRC}	#{1st of % eligible for SRC}	#{1st Average Score of Pre-SRC EOY}	#{1st Average Score of POST-SRC EOY}	#{1st grade difference b/w Pre & Post}
2nd Grade	#{2nd total invited to attend Reading Camp}	#{2nd- total # of students that attended SRC}	#{2nd of % eligible for SRC}	#{2nd Average Score of Pre-SRC EOY}	#{2nd Average Score of POST-SRC EOY}	#{2nd grade difference b/w Pre & Post}
3rd Grade	#{3rd total}	#{3rd- total # of	#{3rd of %	#{3rd Average	#{3rd Average	#{3rd grade

Page 5

-- Number of students retained = Total retentions at end of 2020-2021 school year

Retention

	Number of Students Retained	Number of Students per grade	Percentage of Students Retained
Kindergarten	#{K # retained}	#{K # Students}	#{K% retained} %
1st Grade	#{1st # retained}	#{1st # Students}	#{1st% retained} %
2nd Grade	#{2nd # retained}	#{2nd # Students}	#{2nd% retained} %
3rd Grade	#{3rd # retained}	#{3rd # Students}	#{3rd% retained} %
COMBINED GRADES	#{TOTAL # retained}	#{Total #s of students}	#{TOTAL% retained} %

3rd Grade Data -NOT REQUIRED SUMMER 2021

	Total number of students in third grade who demonstrated sufficient reading skills for promotion on the alternative reading assessment.	Total number of third grade students	Total percent of students in third grade who demonstrated sufficient reading skills for promotion on the alternative reading assessment.
3rd Grade Students	#{#of 3rd promotion from alternative reading}	#{3rd # Students}	#{% of 3rd from alternative} %

Good Cause Exemptions- -NOT REQUIRED SUMMER 2021

Page 7-9 (Based on 2020-2021 data)

-- Your EOY surveys can assist with this...so long as you have everyone that responded included in the data

-- Final column = IMSE

Faculty Members Who Participated in Professional Development in the Science of Reading (SOR)						
		Number of Faculty Members who are currently enrolled in LETRS or have completed LETRS training (THIS IS THE CURRENT COLUMN)	Number of Faculty Members who have participated and completed Neuhaus Training (1 week +)	Number of Faculty Members who have participated and completed training on the ARI Modules	Percent of Faculty Members who have participated in or completed 1 of the 3 mentioned Science of Reading	Number of Faculty Members with advanced certification in the science of reading
		STANDARD FOR SOR TRAINING)			Trainings	
Building Administrators	#{# of Building Administrators}	#{# of Building Administrators that are enrolled in or have completed LETRS}	#{# of Building Administrators that participated and completed Neuhaus}	#{# of Building Administrators that participated and completed ARI Modules}	#{% of BA who participated or completed SOR training} %	#{# of Building Administrators with advanced certification in SOR}
Local Reading Specialist	#{# of LRS}	#{# of LRS that are enrolled in or have completed LETRS}	#{# of LRS that participated and completed Neuhaus}	#{# of LRS that participated and completed ARI Modules}	#{% of LRS who participated or completed SOR training} %	#{# of LRS with advanced certification in SOR}
Kindergarten	#{# of K teachers}	#{# of K teachers that are enrolled in or have completed LETRS}	#{# of K teachers that participated and completed Neuhaus}	#{# of K teachers that participated and completed ARI Modules}	#{% of K teachers who participated or completed SOR training} %	#{# of K teachers with advanced certification in SOR}
1st Grade	#{# of 1st grade teachers}	#{# of 1st grade teachers that are enrolled in or have completed LETRS}	#{# of 1st grade teachers that participated and completed Neuhaus}	#{# of 1st grade teachers that participated and completed ARI Modules}	#{% of 1st grade teachers who participated or completed SOR training} %	#{# of 1st grade teachers with advanced certification in SOR}
2nd Grade	#{# of 2nd grade teachers}	#{# of 2nd grade teachers that are	#{# of 2nd grade teachers that	#{# of 2nd grade teachers that participated and	#{% of 2nd grade teachers	#{# of 2nd grade teachers with advanced

Page 10 (Based on 2020-2021 data)

-- Your EOY surveys can assist with this...so long as you have everyone that responded included in the data

-- Final column = MSLE or MSLE in training

	Number of Faculty Members in Each Area	Number of Faculty Members who have completed Dyslexia Awareness Training	Number of Faculty Members who have completed Multi-Sensory Strategies Training	Number of Faculty Members who satisfy the definition of Dyslexia Interventionist as defined by the State Board of Education
Building Administrators	#{# of Building Administrators}	#{# of Building Administrators who completed DAT}	#{# of Building Admins who completed MSST Training}	#{# of Building Admins defined as Dyslexia Interventionist}
Local Reading Specialist	#{# of LRS}	#{# of LRS who completed DAT}	#{# of LRS who completed MSST Training}	#{# of LRS defined as Dyslexia Interventionist}
Kindergarten	#{# of K teachers}	#{# of K teachers who completed DAT}	#{# of K teachers who completed MSST Training}	#{# of K teachers defined as Dyslexia Interventionist}
1st Grade	#{# of 1st grade teachers}	#{# of 1st grade teachers who completed DAT}	#{# of 1st grade teachers who completed MSST Training}	#{# of 1st grade teachers defined as Dyslexia Interventionist}
2nd Grade	#{# of 2nd grade teachers}	#{# of 2nd grade teachers who completed DAT}	#{# of 2nd grade teachers who completed MSST Training}	#{# of 2nd grade teachers defined as Dyslexia Interventionist}
3rd Grade	#{# of 3rd grade teachers}	#{# of 3rd grade teachers who completed DAT}	#{# of 3rd grade teachers who completed MSST Training}	#{# of 3rd grade teachers defined as Dyslexia Interventionist}
Special Education	#{# of Special Education Teachers}	#{# of Special Education teachers who completed DAT}	#{# of Special Education teachers who completed MSST Training}	#{# of Special Education Teachers defined as Dyslexia Interventionist}
Other	#{# of teachers in	#{Other educators who	#{Other educators who	#{Other educators

Page 11

-- Lexie's Law = now GRAY

-- Signatures = ARI LEA Email
kirby.ken@marshallk12.org

**Be sure to read the message at the bottom!

Lexie's Law Act 2016-352-3rd Grade Cursive Writing Proficiency Numbers

Number of 3rd Grade Teachers	#{# of 3rd grade teachers}
Average Proficiency of All 3rd Grade Students at Your School (All of Your 3rd Grade Teachers' Data combined)	#{Average Proficiency % of All 3rd Grade Teachers} %

Collaboration Signatures -When an email is requested, please be sure to not include additional characters.

Person Completing Data Entry	#{Person Completing Data Entry}
Email	#{Email of person completing form}
Role	#{Role of person completing form}
Phone Number	#{Phone number of the person completing form}
Principal's Email	#{Principal's email}
ARI LEA Email	#{ARI LEA Email}
Superintendent's Email	#{Superintendent's Email}

If you have any difficulty in submitting, please do not stress. We have worked with the company concerning the error messages previously mentioned and hope all is rectified, however, our goal is never to cause you more work. If you submit the form and it does not go through, we can work toward solutions. Some considerations to support you include:

- Scan and email us a copy of the draft you used to submit information.
- Print the document prior to submitting (I have found 60% works best) so you can ensure you have a hard copy.
- Feel free to TEXT 334-332-3813 once submitted if you have concerns, and I will be happy to check when I can get to the computer.

Next Steps

- Lock in a date on your calendars to meet with one another to pull data together
- Double check your SOR survey data and ensure accurate numbers.
- Set a date prior to October 8th to input data into the portal.
- Call me if you have questions at any point and time!

Next Steps

- Lock in a date on your calendars to meet with one another to pull data together
- Double check your SOR survey data and ensure accurate numbers.
- Set a date prior to October 8th to input data into the portal.
- Focus on Coaching and Teacher Support aimed at:
 - High quality supplemental approaches to reading acquisition (ex. Sound Walls)
 - Improve parental outreach (i.e. workshops, online support, etc.)
 - Actively promote text accessibility and volume of reading across classrooms daily
 - Target 2nd grade students with consistent deficiencies in reading
 - Target 3rd grade students that scored L1 or L2 on 2nd grade ACAP last Spring.