

1 SB263
2 196854-2
3 By Senators Orr and Melson
4 RFD: Education Policy
5 First Read: 09-APR-19

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8 SYNOPSIS: This bill would establish the Alabama
9 Literacy Act.

10 This bill would implement steps to improve
11 the reading proficiency of public school
12 kindergarten to third grade students and ensure
13 that every student completing the third grade is
14 able to read at or above grade level.

15
16 A BILL
17 TO BE ENTITLED
18 AN ACT

19
20 Relating to public education; to establish the
21 Alabama Literacy Act; to implement steps to improve the
22 reading proficiency of public school kindergarten to third
23 grade students and ensure that those students are able to read
24 at or above grade level by the end of the third grade by
25 monitoring the progression of each student from one grade to
26 another, in part, by his or her proficiency in reading.
27 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

1 Section 1. This act shall be known and may be cited
2 as the Alabama Literacy Act.

3 Section 2. For the purposes of this act, the
4 following terms shall have the following meanings:

5 (1) ALPHABETIC PRINCIPLE. The ability to accurately
6 apply knowledge of the relationship between letters and sounds
7 during the acts of encoding and decoding.

8 (2) COMPREHENSION. The ability to read and process
9 text and understand its meaning.

10 (3) DECODING. The act of applying knowledge of the
11 alphabetic principle to correctly pronounce written words.

12 (4) DYSLEXIA. A specific learning challenge that is
13 neurological in origin. It is characterized by difficulties
14 with accurate or fluent, or both, word recognition and by poor
15 spelling and decoding abilities, which typically result from a
16 deficit in the phonological component of language that is
17 often unexpected in relation to other cognitive abilities and
18 the provision of effective classroom instruction.

19 (5) ENCODING. The act and process of using knowledge
20 of the relationships between sounds and letters to spell and
21 write words.

22 (6) FLUENCY. The ability to read with accuracy,
23 appropriate rate, and proper expression.

24 (7) PHONEMIC AWARENESS. The ability to hear,
25 identify, and manipulate individual sounds. Phonemic awareness
26 is an auditory activity.

1 (8) PHONICS. The relationships between the letters
2 of written language and the individual sounds of spoken
3 language including syllable types, morphology of Greek and
4 Latin roots, and multisyllabic words.

5 (9) PHONOLOGICAL AWARENESS. The general
6 understanding of the sound structure of words and sentences.

7 (10) VOCABULARY. The body of written or oral
8 language known to an individual.

9 Section 3. (a) The State Superintendent of Education
10 shall convene a standing task force, within three months after
11 the effective date of this act, to provide the board with
12 continuing recommendations for comprehensive core reading and
13 reading intervention programs, a state continuum of teacher
14 development for approved science of reading pursuant to
15 subsection (e) of Section 6, and an annual list of vetted and
16 approved assessments which are valid and reliable reading
17 screening, formative, and diagnostic assessment systems for
18 selection and use by local education agencies. The task force
19 shall meet in regular session at least twice a year. All
20 appointing authorities shall coordinate their appointments so
21 that diversity of gender, race, and geographical areas is
22 reflective of the makeup of this state. The membership of the
23 task force shall include all of the following appointees, each
24 of whom shall have at least three years of experience with
25 scientifically based reading instruction:

26 (1) Two public K-12 teachers appointed by the
27 Executive Director of the Alabama Education Association.

1 (2) One public K-12 special education teacher
2 appointed by the State Department of Education.

3 (3) One Certified Academic Dyslexia Therapist, who
4 has been so certified for a minimum of three years, appointed
5 by the Alabama branch of the International Dyslexia
6 Association.

7 (4) Two public school principals appointed by the
8 Board of Directors of the Council for Leaders in Alabama
9 Schools.

10 (5) One local superintendent of education appointed
11 by the Board of Directors of the School Superintendents of
12 Alabama.

13 (6) One local board of education member appointed by
14 the Alabama Association of School Boards.

15 (7) One regional education lab member appointed by
16 the State Superintendent of Education.

17 (b) Each approved assessment system shall do all of
18 the following:

19 (1) Provide screening and diagnostic capabilities
20 for monitoring student progress.

21 (2) Measure, at a minimum, phonological awareness,
22 the alphabetic principle, decoding, encoding, accuracy,
23 vocabulary, and comprehension.

24 (3) Identify students who have a reading deficiency,
25 including identifying students with characteristics of
26 dyslexia.

1 (c) In determining which assessment systems to
2 approve for use by local education agencies, the task force,
3 at a minimum, shall also consider all of the following
4 factors:

5 (1) The time required to conduct the assessments,
6 with the intention of minimizing the impact on instructional
7 time.

8 (2) The level of integration of assessment results
9 with instructional support for teachers and students.

10 (3) The timeliness in reporting assessment results
11 to teachers, administrators, and parents.

12 Section 4. (a) Funds appropriated by the Legislature
13 in support of the Alabama Reading Initiative shall be
14 allocated as follows:

15 (1) Sixty-six percent shall be allocated to local
16 education agencies to support local reading specialists.

17 (2) Thirteen percent shall be allocated for the
18 Alabama Summer Achievement Program.

19 (3) Ten percent shall be allocated for regional
20 literacy specialists.

21 (4) Six percent shall be allocated for preservice
22 and inservice teacher professional learning activities for
23 elementary school teachers in reading.

24 (5) Three percent shall be allocated to procure
25 curricula to support student interventions.

26 (6) Two percent shall be reserved for state
27 administration.

1 (b) Funds dedicated to the Alabama Reading
2 Initiative shall be expended on local and regional reading
3 specialists, professional learning activities, and
4 administrative activities that support all of the following
5 activities for kindergarten through third grade students in
6 public K-12 schools; continued funding shall be contingent on
7 measurable performance growth:

8 (1) Administration and analysis of reading
9 screening, formative, and diagnostic assessments to guide
10 instruction.

11 (2) Scientifically based reading instruction,
12 multisensory language instruction, including oral language
13 development, phonological awareness, phonics instruction that
14 includes decoding and encoding, fluency, writing, vocabulary,
15 and comprehension, and the Alabama course of study, English
16 Language Arts.

17 (3) Explicit and systematic instruction with more
18 detailed explanations, more extensive opportunities for guided
19 practice, and more opportunities for error correction and
20 feedback.

21 (4) Differentiated reading instruction and intensive
22 intervention based on student need, including students
23 exhibiting the characteristics of dyslexia.

24 (c) Alabama Reading Initiative regional literacy
25 specialists shall provide support to local education agencies
26 through a gradual release model, whereby the regional reading
27 specialist shall support a struggling school until that school

1 has improved core instruction to the extent that it is no
2 longer among the lowest five percent of elementary schools in
3 reading proficiency, as determined by annual results of the
4 state summative assessment for federal and statewide
5 accountability.

6 (1) Regional literacy specialists shall provide
7 intensive support for elementary schools that are among the
8 lowest performing five percent of elementary schools. Each
9 school among the lowest five percent performing elementary
10 schools shall be assigned a regional literacy specialist who
11 shall serve as a resource for professional development
12 throughout the school to improve literacy instruction and
13 student achievement. A regional literacy specialist who is
14 assigned to a school shall serve only that school.

15 (2) Elementary schools that are not among the lowest
16 five percent performing schools shall receive limited literacy
17 support from an Alabama Reading Initiative regional literacy
18 specialist, who shall be assigned to multiple schools. All
19 other regional literacy specialists shall be assigned to serve
20 multiple elementary schools and shall provide ongoing
21 professional development for teachers in analyzing students'
22 reading data to impact instruction, administering and
23 analyzing instructional assessments, differentiating
24 instruction and intensive intervention, and monitoring the
25 reading progress of all students a minimum of three times per
26 year, and adjust instruction according to student specific
27 need. Distance and need shall be considered by local

1 superintendents of education when selecting the schools where
2 a regional literacy specialist shall serve. There shall be two
3 levels of limited literacy support provided by a regional
4 literacy specialist. The local superintendent of education of
5 a local education agency subject to this subdivision shall
6 determine the level of limited support that each regional
7 literacy specialist shall provide.

8 a. Limited support 1. An Alabama Reading Initiative
9 regional literacy specialist shall make monthly onsite visits
10 to the school and shall monitor the reading progress of all
11 students a minimum of three times per year and adjust
12 instruction according to student specific need.

13 b. Limited support 2. An Alabama Reading Initiative
14 regional literacy specialist shall make quarterly onsite
15 visits to the school and shall monitor the reading progress of
16 all students a minimum of three times per year and adjust
17 instruction according to student specific need.

18 (3) An Alabama Reading Initiative regional literacy
19 specialist shall have all of the following minimum
20 qualifications:

21 a. A master's degree and advanced coursework or
22 professional development in the science of reading,
23 multisensory language instruction, such as Language Essentials
24 for Teachers of Reading and Spelling, or a comparable
25 alternative training approved by the State Board of Education.

26 b. A minimum of five years of experience as a
27 successful elementary or literacy teacher.

1 c. A knowledge of scientifically based reading
2 research, special expertise in quality reading instruction and
3 intervention, dyslexia specific interventions, and data
4 analysis.

5 d. A strong knowledge base in the science of
6 learning to read and the science of early childhood education.

7 e. Excellent communication skills with outstanding
8 presentation, interpersonal, and time management skills.

9 (d) An Alabama Reading Initiative local reading
10 specialist shall be assigned to provide intensive, targeted
11 professional development for elementary school teachers at one
12 school.

13 (1) An Alabama Reading Initiative local reading
14 specialist shall have all of the following minimum
15 qualifications:

16 a. A bachelor's degree and advanced coursework or
17 professional development in reading, such as multisensory
18 language instruction, or comparable alternative training
19 approved by the State Board of Education.

20 b. A minimum of three years of experience as a
21 successful elementary or literacy teacher.

22 c. A knowledge of scientifically based reading
23 research, special expertise in quality reading instruction and
24 intervention, dyslexia specific interventions, and data
25 analysis.

26 d. Extensive experience with and understanding of
27 elementary aged students.

1 e. Excellent communication skills with outstanding
2 presentation, interpersonal, and time management skills.

3 (2) The duties and responsibilities of an Alabama
4 Reading Initiative local reading specialist shall include all
5 of the following:

6 a. Collaborating with the principal to create a
7 strategic plan for coaching.

8 b. Facilitating schoolwide professional development
9 and study groups.

10 c. Modeling effective reading instructional
11 strategies for teachers.

12 d. Coaching and mentoring teachers daily.

13 e. Facilitating data analysis discussions and
14 support teachers by using data to differentiate instruction
15 according to the needs of students.

16 f. Fostering multiple areas of teacher professional
17 learning, including exceptional student education and content
18 area knowledge.

19 g. Prioritizing time for those teachers, activities,
20 and roles that will have the greatest impact on student
21 reading achievement, such as coaching and mentoring in
22 classrooms.

23 h. Monitoring the reading progress of all students a
24 minimum of three times per year and adjusting instruction
25 according to student specific need.

26 i. An Alabama Reading Initiative local reading
27 specialist may not perform administrative functions such as

1 serving as an evaluator, substitute teacher, assessment
2 coordinator, or school administrator.

3 (e) The State Department of Education and local
4 education agencies shall monitor the implementation and
5 effectiveness of the Alabama Reading Initiative regional
6 literacy specialist and local reading specialist model, and
7 the State Department of Education and each local education
8 agency being served by a regional literacy specialist or a
9 local reading specialist shall maintain communication among
10 the district, school administration, and the Alabama Reading
11 Initiative state administration staff throughout the academic
12 year.

13 (1) The State Superintendent of Education, or his or
14 her designee, shall certify that each Alabama Reading
15 Initiative regional literacy specialist or local reading
16 specialist satisfies the minimum qualifications provided by
17 this act before coaches are hired with funds appropriated by
18 the Legislature to support the Alabama Reading Initiative.

19 (2) The State Department of Education shall develop
20 an evidence-based accountability reporting system for the
21 Alabama Reading Initiative that shall measure growth and
22 proficiency towards teacher professional learning goals and
23 student performance on state approved formative and summative
24 assessments.

25 (3) The State Superintendent of Education shall
26 submit a report to the Governor, the Speaker of the House of
27 Representatives, the President Pro Tempore of the Senate, and

1 the Chairs of the House Ways and Means Education Committee and
2 Senate Finance and Taxation Education Committee, no later than
3 December 31, annually, on the status of teacher professional
4 learning, student growth and proficiency against grade level
5 standards in K-3 reading.

6 Section 5. (a) To ensure that public school students
7 are able to read at or above grade level by the end of third
8 grade, each local education agency shall offer a comprehensive
9 core reading program to all students based on the science of
10 reading which develops foundational reading skills.

11 (b) Based on the results of the reading assessment
12 in Section 3, each K-3 student who exhibits a reading
13 deficiency, or the characteristics of dyslexia, shall be
14 provided an appropriate reading intervention program to
15 address his or her specific deficiencies. The State
16 Superintendent of Education shall provide a list of vetted and
17 approved comprehensive reading and intervention programs with
18 the advice of the task force established under subsection (a)
19 of Section 3. The intervention program shall be provided in
20 addition to the comprehensive core reading instruction that is
21 provided to all students in the general education classroom.
22 Dyslexia specific intervention, as defined by rule of the
23 State Board of Education, shall be provided to students who
24 have the characteristics of dyslexia. The reading intervention
25 program shall do all of the following:

26 (1) Provide explicit, direct instruction that is
27 systematic, sequential, and cumulative in language

1 development, phonological awareness, phonics, fluency,
2 vocabulary, and comprehension, as applicable.

3 (2) Provide daily targeted small group reading
4 interventions based on student need in phonological awareness,
5 phonics including decoding and encoding, sight words,
6 vocabulary, or comprehension.

7 (3) Be implemented during regular school hours.

8 (c) The parent or legal guardian of any K-3 student
9 who exhibits a consistent deficiency in letter naming fluency,
10 letter sound fluency, nonsense word reading, sight words, oral
11 reading accuracy, vocabulary, or comprehension at any time
12 during the school year shall be notified in writing no later
13 than 15 school days after the identification. The written
14 notification shall include all of the following:

15 (1) A statement that the student has been identified
16 as having a deficiency in reading or exhibits the
17 characteristics of dyslexia, and that a reading improvement
18 plan shall be developed by the teacher, principal, other
19 pertinent school personnel, and the parent or legal guardian.

20 (2) A description of the current services that are
21 provided to the student.

22 (3) A description of the proposed evidence-based
23 reading interventions and supplemental instructional services
24 and supports that shall be proposed for discussion while
25 establishing the individual reading improvement plan as
26 provided in subsection (d).

1 (4) Notification that the parent or legal guardian
2 shall be informed in writing at least monthly of the progress
3 of the student towards grade level reading.

4 (5) Strategies and resources for the parent or legal
5 guardian to use at home to help the student succeed in
6 reading.

7 (6) A statement that if the reading deficiency of
8 the student is not addressed by the end of third grade, the
9 student will not be promoted to fourth grade unless a good
10 cause exemption is satisfied.

11 (7) A statement that while the statewide reading
12 assessment is the initial determinant for promotion, the
13 assessment is not the sole determiner at the end of third
14 grade. Additionally, students shall be provided with a
15 test-based student portfolio option and an alternative reading
16 assessment option to demonstrate sufficient reading skills for
17 promotion to fourth grade.

18 (d) Any K-3 student who exhibits a reading
19 deficiency at any time, as provided in subsection (b), shall
20 receive an individual reading improvement plan no later than
21 30 days after the identification of the reading deficiency.

22 (1) The reading improvement plan shall be created by
23 the teacher, principal, other pertinent school personnel, and
24 the parent or legal guardian of the student, and shall
25 describe the evidence-based reading intervention services,
26 including dyslexia specific intervention services, that the
27 student shall receive to remedy the reading deficit.

1 (2) Each identified student shall receive intensive
2 reading intervention until the student no longer has a
3 deficiency in reading, as determined by a State Board of
4 Education approved reading assessment.

5 (3) Funds allocated to procuring curricula for
6 student interventions pursuant to subdivision (5) of
7 subsection (a) of Section 4 shall be divided, based on a per
8 pupil allocation determined by the number of students of each
9 local education agency who are not proficient on a state
10 approved reading assessment during the prior academic year,
11 and distributed by the State Superintendent of Education.

12 (e) Each local education agency shall provide summer
13 reading camps to all K-3 students identified with a reading
14 deficiency as described in subsection (b).

15 (1) Summer reading camps shall be staffed with
16 highly effective teachers of reading as demonstrated by
17 student reading performance data, completion of multisensory
18 structured language education, and teacher performance
19 evaluations.

20 (2) The highly effective teacher of reading shall
21 provide direct, explicit, and systematic reading intervention
22 services and supports to correct any identified area of
23 reading deficiency.

24 (3) Summer reading camps, at a minimum, shall
25 include 70 hours of time in scientifically based reading
26 instruction and intervention.

1 (4) A State Board of Education approved reading
2 assessment system shall be administered at the beginning and
3 end of the summer reading camp to measure student progress.

4 (5) Summer reading camps may be held in conjunction
5 with existing summer programs in the school district or in
6 partnership with community-based summer programs, designated
7 as effective by the State Department of Education.

8 (f) The Alabama Summer Achievement Program is
9 established and shall be available to all K-3 students in
10 public elementary schools that are among the lowest performing
11 five percent of elementary schools.

12 (1) The program shall be administered and funded by
13 the allocation provided in subdivision (2) of subsection (a)
14 of Section 4.

15 (2) Funds allocated to the program in excess of the
16 amount needed to fully fund summer programs in public
17 elementary schools that are among the lowest five percent
18 performing schools shall be divided, based on a per pupil
19 allocation, and distributed by the State Superintendent of
20 Education, to support high quality summer camps at elementary
21 schools that are not among the lowest five percent performing
22 elementary schools. The State Superintendent of Education
23 shall award the funds to each local education agency based on
24 the number of students who scored deficient, as determined by
25 the State Board of Education, on a state approved reading
26 assessment used to determine reading proficiency during the

1 administration of the assessment during the preceding academic
2 year.

3 (3) The Office of Success, established within the
4 State Department of Education, shall administer the Alabama
5 Summer Achievement Program. The Director of the Office of
6 Success shall be an education specialist who maintains
7 certification as a literacy specialist with credentials
8 recognized by the Academic Language Therapy Association or the
9 International Dyslexia Association. The Office of Success
10 shall oversee all of the following:

11 a. The administration of the Alabama Summer
12 Achievement Program in the lowest five percent performing
13 elementary schools.

14 b. The response to instruction process in the lowest
15 five percent performing elementary schools.

16 c. The Alabama Reading Initiative regional literacy
17 specialists and local reading specialists.

18 d. The implementation of rules adopted by the State
19 Board of Education pertaining to dyslexia.

20 e. Collaboration with the Alabama Reading Initiative
21 state staff for appropriate professional learning approved by
22 the State Department of Education.

23 f. The development of guidelines for identifying the
24 characteristics of dyslexia.

25 (g) Any incoming third grade student identified with
26 a reading deficiency shall be provided more intensified
27 reading interventions to remedy his or her specific reading

1 deficiency. Reading intervention services shall include
2 effective instructional strategies to accelerate student
3 progress. Each local education agency shall conduct a review
4 of student reading improvement plans for all incoming third
5 grade students identified with a reading deficiency. The
6 review shall address additional supports and services, as
7 described in this section, necessary to remedy any identified
8 area of reading deficiency. The local education agency shall
9 provide all of the following services for third grade students
10 identified with a reading deficiency, and those services may
11 be funded with funds received through the allocation provided
12 in subdivision (2) of subsection (a) of Section 4:

13 (1) An effective or highly effective teacher of
14 reading as demonstrated by student reading performance data
15 and teacher performance evaluations.

16 (2) Reading intervention services and supports to
17 correct any identified area of reading deficiency including,
18 but not limited to, all of the following:

19 a. Additional instructional time devoted to
20 scientifically based and evidence based reading instruction
21 and intervention.

22 b. The use of evidence based reading strategies or
23 programs, or both, that have been vetted and approved by the
24 State Department of Education, that have demonstrated proven
25 results in accelerating student reading achievement within the
26 same school year.

1 c. Daily targeted small group reading intervention
2 based on student need.

3 d. Explicit and systematic instruction with more
4 detailed explanations, more extensive opportunities for guided
5 practice, and more opportunities for error correction and
6 feedback.

7 e. Frequent monitoring of the progress of the
8 reading skills of each student throughout the school year and
9 adjusting instruction according to student need.

10 (3) Before school or after school, or both,
11 supplemental evidence-based reading intervention delivered by
12 a teacher or tutor with specialized reading training.

13 (4) A read at home plan, including participation in
14 parent training workshops or regular parent guided home
15 reading activities.

16 (h) Commencing with the 2021-2022 school year, third
17 grade students shall demonstrate sufficient reading skills for
18 promotion to fourth grade. Students shall be provided all of
19 the following options to demonstrate sufficient reading skills
20 for promotion to fourth grade, and the State Department of
21 Education shall provide for the implementation of this
22 subsection:

23 (1) Scoring above the lowest achievement level, as
24 determined by rule of the State Board of Education, on a board
25 approved assessment in reading as provided in Section 3.

1 (2) Earning an acceptable score on an alternative
2 standardized reading assessment as determined and approved by
3 the State Board of Education.

4 (3) Demonstrating mastery of all third grade state
5 reading standards as evidenced by a student reading portfolio.
6 The State Board of Education shall adopt, by rule, specific
7 criteria for the student reading portfolios and a definition
8 of what constitutes mastery of all third grade state reading
9 standards.

10 (i) If a student does not demonstrate sufficient
11 reading skills on one of the three options listed in
12 subsection (h) and does not qualify for a good cause
13 exemption, the student may not be promoted to fourth grade.

14 (j) A local education agency may only exempt
15 students from mandatory retention, as provided in subsection
16 (i), for good cause. A student who is promoted to fourth grade
17 with a good cause exemption shall continue to receive
18 intensive reading intervention that includes specific reading
19 strategies prescribed in the individual reading improvement
20 plan of the student until the deficiency is remedied. The
21 local education agency shall assist schools and teachers with
22 the implementation of reading strategies that research has
23 shown to be successful in improving reading among students
24 with reading difficulties. Good cause exemptions shall be
25 limited to the following:

26 (1) Students with disabilities whose Individual
27 Education Plan indicates that participation in the statewide

1 assessment program is not appropriate, consistent with state
2 law.

3 (2) Students identified as English language learners
4 who have had less than two years of instruction in English as
5 a second language.

6 (3) Students with disabilities who participate in
7 the statewide English language arts reading assessment and who
8 have an Individual Education Plan or a Section 504 plan that
9 reflects that the student has received intensive reading
10 intervention for more than two years and who still
11 demonstrates a deficiency in reading and was previously
12 retained in kindergarten, first grade, second grade, or third
13 grade.

14 (4) Students who have received intensive reading
15 intervention for two or more years and who still demonstrate a
16 deficiency in reading and who were previously retained in
17 kindergarten, first grade, second grade, or third grade for a
18 total of two years.

19 (k) No student shall be retained twice in third
20 grade.

21 (l) A request to exempt a student from the mandatory
22 retention requirement using one of the good cause exemptions
23 listed in subsection (j) shall be made consistent with the
24 following:

25 (1) Documentation shall be submitted to the school
26 principal from the teacher of the student that indicates that
27 the promotion of the student is appropriate. Documentation

1 shall include a statement identifying which good cause
2 exemption is requested, as well as the existing reading
3 improvement plan or Individual Education Plan of the student,
4 as applicable.

5 (2) The school principal shall review the
6 recommendation with the teacher, determine if the student
7 meets one of the good cause exemptions, and shall make his or
8 her recommendation in writing to the local superintendent of
9 education. The local superintendent of education, in writing,
10 shall approve or reject the recommendation of the school
11 principal.

12 (3) The local education agency shall assist schools
13 under its jurisdiction in providing written notification to
14 the parent of any student who is retained in third grade for
15 not achieving the reading level required for promotion. Notice
16 shall clearly state the reasons why the student is not
17 eligible for a good cause exemption and shall include a
18 description of the proposed interventions and supports that
19 shall be provided to the student to remedy any identified area
20 of reading deficiency during the retained year.

21 (4) There shall be established at each school, as
22 applicable, an intensive acceleration for any student retained
23 in third grade. In addition to the criteria established in
24 subdivisions (1) to (4), inclusive, of subsection (g), the
25 intensive acceleration shall be taught by a highly effective
26 teacher of reading who has received training in the science of
27 reading and multisensory language instruction, as demonstrated

1 by student reading performance data and teacher performance
2 evaluations; shall have a reduced teacher-student ratio; and
3 shall provide explicit and systematic reading instruction and
4 intervention for the majority of student contact time each
5 day.

6 (m) Annually, on or before September 30, each local
7 education agency shall report in writing to the State
8 Superintendent of Education the following information on the
9 previous school year:

10 (1) By grade, the number and percentage of all K-3
11 students identified with a reading deficiency on a State
12 Department of Education approved reading assessment.

13 (2) By grade, the number and percentage of students
14 screened for dyslexia characteristics, number and percentage
15 of students identified as demonstrating the characteristics of
16 dyslexia and receiving dyslexia specific intervention, and the
17 name of the dyslexia specific intervention being provided.

18 (3) By grade, the number and percentage of all K-3
19 students performing on grade level or above on a State
20 Department of Education approved reading assessment.

21 (4) The total number and percentage of students
22 starting third grade with a reading deficiency, which shall
23 include the specific area of reading deficiency.

24 (5) The total number and percentage of third grade
25 students who started third grade with a reading deficiency but
26 completed third grade on grade level as determined by the
27 third grade state standardized assessment in reading.

1 (6) By grade, the total number and percentage of
2 eligible K-3 students who attended the Alabama Summer
3 Achievement Program or other mandatory summer reading camp.

4 (7) By grade, pre and post Alabama Summer
5 Achievement Program reading assessment scores and other
6 mandatory summer camp data.

7 (8) By grade, the number and percentage of all
8 students retained in grades K-3.

9 (9) The total number and percentage of students in
10 third grade who demonstrated sufficient reading skills for
11 promotion on the alternative reading assessment.

12 (10) The total number and percentage of students in
13 third grade who were promoted for good cause, by each category
14 of good cause specified in subsection (j).

15 (11) In succeeding years, the performance of
16 students promoted with a good cause on the state standardized
17 assessment in reading.

18 (12) By school, the number of teachers who are
19 participating in or have completed professional development in
20 the science of reading and who hold advanced certifications in
21 those areas.

22 (13) By school, the number of teachers who have
23 completed training in dyslexia awareness, multisensory
24 strategies, and satisfy the definition of a dyslexia
25 interventionist as defined by rule of the State Board of
26 Education.

1 (n) The State Superintendent of Education shall
2 establish a uniform format for local school systems to use in
3 reporting the information required by subsection (m). The
4 format shall be developed with input from local education
5 agencies and shall be provided to each local education agency
6 no later than 90 days before the annual due date. Annually, on
7 or before November 1, the State Superintendent of Education
8 shall compile the information received from the local
9 education agencies into state level summary information and
10 report the information to the State Board of Education, the
11 public, the Governor, the Lieutenant Governor, the President
12 Pro Tempore of the Senate, the Speaker of the House of
13 Representatives, and the Chairs of the House Ways and Means
14 Education Committee and Senate Finance and Taxation Education
15 Committee.

16 (1) The State Board of Education shall establish
17 annual reading growth and proficiency targets based on the
18 information required to be reported to the superintendent in
19 subsection (m).

20 (2) Of the funds allocated to the Alabama Reading
21 Initiative pursuant to subdivision (6) of subsection (a) of
22 Section 4 for state administration, the State Superintendent
23 of Education may allocate such sums as he or she deems
24 appropriate to establish an Alabama Reading Initiative
25 Incentive Program that shall distribute monetary incentives to
26 schools based on a formula, approved by the State Board of
27 Education, that shall factor the size and geography of the

1 school, reading growth and proficiency, and the composition of
2 student subgroups.

3 Section 6. (a) The State Department of Education
4 shall develop, and the State Board of Education shall approve,
5 a dyslexia therapist certification endorsement on or before
6 December 31, 2019.

7 (1) K-12 teachers who have completed an
8 International Multisensory Structured Language Education
9 Council endorsed training course and have received a passing
10 score on the Academic Language Therapy Association's Certified
11 Academic Language Therapy assessment, or the International
12 Dyslexia Association's Knowledge and Practice Examination of
13 Effective Reading Instruction, and who hold a valid
14 Professional Educator Certificate shall be eligible for a
15 dyslexia therapist endorsement.

16 (2) Teacher preparation programs at public colleges
17 and universities in the state shall offer dyslexia therapy
18 teacher preparation courses that are approved by the
19 International Multisensory Structured Language Education
20 Council and the International Dyslexia Association.
21 Multi-institutional consortia or affiliations to assure access
22 to these courses is acceptable.

23 (3) Subject to appropriations from the Legislature,
24 the State Board of Education and the Alabama Commission on
25 Higher Education shall develop and approve a dyslexia
26 therapist endorsement incentive, which shall be available to
27 teachers who attain the dyslexia therapist endorsement. The

1 State Board of Education, by rule, shall construct parameters
2 for earning the dyslexia therapist endorsement incentive.

3 (b) All teacher preparation programs authorized to
4 prepare students for state licensure shall seek accreditation
5 by the council for the accreditation of educator preparation
6 on or before December 31, 2020.

7 (c) The State Department of Education shall provide
8 to public universities, on an annual basis, the information
9 required for those institutions to comply with council for the
10 accreditation of educator preparation standard four
11 requirements for accreditation. The Alabama Commission on
12 Higher Education shall convene the public university deans of
13 education to facilitate the development of a format for the
14 data needed for accreditation compliance, and work with the
15 State Department of Education to establish effective and
16 timely reporting processes.

17 (d) As a requirement of initial licensure, beginning
18 with the 2020-2021 school year, candidates for initial
19 elementary certification shall receive a passing score, as
20 determined by the State Board of Education, which shall base
21 its determination on the national score average during the
22 preceding academic year, on the Foundations of Reading
23 assessment for entry level teachers of reading. Beginning with
24 the graduating class of 2021, teachers seeking an initial
25 elementary certification who have passed the EdTPA and
26 Foundations of Reading Assessment may no longer be required to
27 pass the Praxis 5204 Teaching Reading assessment.

1 (e) Beginning with the 2020-2021 academic year,
2 public teacher preparation programs leading to the attainment
3 of an initial elementary teaching certification shall require
4 no less than nine credit hours of reading or literacy
5 coursework, or both, based on the science of learning to read,
6 including multisensory strategies in foundation reading
7 skills. The nine credit hours of reading or literacy
8 coursework shall be incorporated within the current credit
9 hours currently approved for the degree program and not
10 require additional credit hours for graduation.

11 (f) The standing task force created by Section 3,
12 state public teacher preparation programs, and regional
13 professional development inservice centers shall work together
14 in establishing a state continuum of teacher development for
15 approved science of reading that will reflect levels of
16 literacy teacher development from preservice, reading
17 specialist, to instructional leadership. The State Department
18 of Education and the regional inservice centers shall provide
19 preservice and inservice elementary teachers with all of the
20 following professional learning activities:

21 (1) Mentoring and shadowing with master teachers
22 selected by Alabama Reading Initiative regional literacy
23 specialists and local reading specialists.

24 (2) Job embedded, classroom-based coaching in the
25 teaching of reading for the first five years of a teacher's
26 career.

1 (3) Curricula and resources in all of the following
2 reading content areas:

- 3 a. Oral language development.
- 4 b. Phonemic awareness.
- 5 c. Phonics.
- 6 d. Fluency.
- 7 e. Vocabulary.
- 8 f. Writing.
- 9 g. Comprehension.

10 Section 7. (a) The State Superintendent of Education
11 shall establish the Alabama Committee on Grade Level Reading.
12 The committee shall consist of three members appointed from
13 each State Board of Education district. The Governor, the
14 Speaker of the House of Representatives, and the President Pro
15 Tempore of the Senate shall each appoint one member from each
16 district. The appointing authorities shall coordinate their
17 appointments so that diversity of gender, race, and
18 geographical areas is reflective of the makeup of this state.

19 (b) Each member of the committee shall be a parent
20 or legal guardian of a state K-12 public school student, a
21 practicing teacher, a retired teacher, or employed in the
22 field of education.

23 (c) On or before June 30, 2020, the committee shall
24 revise the 2011 Alabama Action Plan for Literacy Birth Through
25 Grade 12 in consultation with the Campaign for Grade Level
26 Reading group, which shall be presented to the Governor, the
27 State Superintendent of Education, the State Board of

1 Education, and the Chairs of the House Education Policy
2 Committee and the Senate Education Policy Committee.

3 (d) The committee shall provide recommendations to
4 the Governor and the Chairs of the House Education Policy
5 Committee and the Senate Education Policy Committee on
6 implementing this act and shall provide standing oversight
7 over the quality of professional learning and program quality.
8 The committee shall provide recommendations to the State
9 Superintendent of Education, the Governor, and the Chairs of
10 the House Education Policy Committee and the Senate Education
11 Policy Committee on adopting innovative strategies and
12 programming to improve the effectiveness of this act.

13 (e) Each member of the committee shall receive the
14 same travel expense allowance as is paid to state employees
15 for travel in the service of the committee, subject to
16 available appropriations.

17 Section 8. The State Department of Education shall
18 provide technical assistance to local education agencies in
19 complying with this act. The State Board of Education shall
20 adopt rules as necessary to implement and enforce this act.

21 Section 9. This act shall become effective on the
22 first day of the third month following its passage and
23 approval by the Governor, or its otherwise becoming law.