

1 HB388
2 200613-2
3 By Representatives Collins and Baker
4 RFD: Education Policy
5 First Read: 09-APR-19

1 ENGROSSED

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3
4 A BILL
5 TO BE ENTITLED
6 AN ACT
7

8 Relating to public education; to establish the
9 Alabama Literacy Act; to implement steps to improve the
10 reading proficiency of public school kindergarten to third
11 grade students and ensure that those students are able to read
12 at or above grade level by the end of the third grade by
13 monitoring the progression of each student from one grade to
14 another, in part, by his or her proficiency in reading.

15 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

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

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

20 (1) ALPHABETIC PRINCIPLE. The ability to accurately
21 apply knowledge of the relationship between letters and sounds
22 during the acts of encoding and decoding.

23 (2) COMPREHENSION. The ability to read and process
24 text and understand its meaning.

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

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

8 (5) ENCODING. The act and process of using knowledge
9 of the relationships between sounds and letters to spell and
10 write words.

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

13 (7) PHONEMIC AWARENESS. The ability to hear,
14 identify, and manipulate individual sounds. Phonemic awareness
15 is an auditory activity.

16 (8) PHONICS. The relationships between the letters
17 of written language and the individual sounds of spoken
18 language including syllable types, morphology of Greek and
19 Latin roots, and multisyllabic words.

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

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

24 Section 3. (a) The State Superintendent of Education
25 shall convene a standing task force, within three months after
26 the effective date of this act, to provide recommendations for
27 comprehensive core reading and reading intervention programs,

1 a state continuum of teacher development for approved science
2 of reading pursuant to subsection (e) of Section 6, and an
3 annual list of vetted and approved assessments which are valid
4 and reliable reading screening, formative, and diagnostic
5 assessment systems for selection and use by local education
6 agencies. The task force shall meet in regular session at
7 least twice a year. All appointing authorities shall
8 coordinate their appointments so that diversity of gender,
9 race, and geographical areas is reflective of the makeup of
10 this state. The membership of the task force shall include all
11 of the following appointees, each of whom shall have at least
12 three years of experience with scientifically based reading
13 instruction:

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

16 (2) One public K-12 special education teacher
17 appointed by the State Superintendent of Education.

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

22 (4) Two public school principals appointed by the
23 Executive Director of the Council for Leaders in Alabama
24 Schools.

25 (5) One local superintendent of education appointed
26 by the Executive Director of the School Superintendents of
27 Alabama.

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

3 (7) One Regional Education Lab member appointed by
4 the State Superintendent of Education.

5 (8) One early childhood educator appointed by the
6 Secretary of the Alabama Department of Early Childhood
7 Education.

8 (9) One dean of a college of education appointed by
9 the Alabama Commission on Higher Education.

10 (b) Each approved assessment system shall do all of
11 the following:

12 (1) Provide screening and diagnostic capabilities
13 for monitoring student progress.

14 (2) Measure, at a minimum, phonological awareness,
15 the alphabetic principle, decoding, encoding, accuracy,
16 vocabulary, and comprehension.

17 (3) Identify students who have a reading deficiency,
18 including identifying students with characteristics of
19 dyslexia.

20 (c) In determining which assessment systems to
21 approve for use by local education agencies, the task force,
22 at a minimum, shall also consider all of the following
23 factors:

24 (1) The time required to conduct the assessments,
25 with the intention of minimizing the impact on instructional
26 time.

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

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

5 Section 4. (a) Funds appropriated by the Legislature
6 in support of the Alabama Reading Initiative shall be
7 allocated to support the following:

8 (1) Local education agencies to support local
9 reading specialists.

10 (2) The Alabama Summer Achievement Program.

11 (3) Regional literacy specialists.

12 (4) Preservice and inservice teacher professional
13 learning activities for elementary school teachers in reading.

14 (5) Curricula to support student interventions.

15 (6) State administration.

16 (b) Funds dedicated to the Alabama Reading
17 Initiative shall be expended on local and regional reading
18 specialists, professional learning activities, and
19 administrative activities that support all of the following
20 activities for kindergarten through third grade students in
21 public K-12 schools; continued funding shall be contingent on
22 measurable performance growth, as determined by the task force
23 established under subsection (a) of Section 3:

24 (1) Administration and analysis of reading
25 screening, formative, and diagnostic assessments to guide
26 instruction.

1 (2) Scientifically based reading instruction,
2 multisensory language instruction, including oral language
3 development, phonological awareness, phonics instruction that
4 includes decoding and encoding, fluency, writing, vocabulary,
5 and comprehension, and the Alabama course of study, English
6 Language Arts.

7 (3) Explicit and systematic instruction with more
8 detailed explanations, more extensive opportunities for guided
9 practice, and more opportunities for error correction and
10 feedback.

11 (4) Differentiated reading instruction and intensive
12 intervention based on student need, including students
13 exhibiting the characteristics of dyslexia.

14 (c) Alabama Reading Initiative regional literacy
15 specialists shall provide support to local education agencies
16 through a gradual release model, whereby the regional reading
17 specialist shall support a struggling school until that school
18 has improved core instruction to the extent that it is no
19 longer among the lowest five percent of elementary schools in
20 reading proficiency, as determined by annual results of the
21 state summative assessment for federal and statewide
22 accountability.

23 (1) Regional literacy specialists shall provide
24 intensive support for elementary schools that are among the
25 lowest performing five percent of elementary schools. Each
26 school among the lowest five percent performing elementary
27 schools shall be assigned a regional literacy specialist who

1 shall serve as a resource for professional development
2 throughout the school to improve literacy instruction and
3 student achievement. A regional literacy specialist who is
4 assigned to a school shall primarily serve only that school.

5 (2) Elementary schools that are not among the lowest
6 five percent performing schools shall receive limited literacy
7 support from an Alabama Reading Initiative regional literacy
8 specialist, who shall be assigned to multiple schools. All
9 other regional literacy specialists shall be assigned to serve
10 multiple elementary schools and shall provide ongoing
11 professional development for teachers in analyzing students'
12 reading data to impact instruction, administering and
13 analyzing instructional assessments, differentiating
14 instruction and intensive intervention, and monitoring the
15 reading progress of all students a minimum of three times per
16 year, and make instruction adjustment recommendations
17 according to student specific need. Distance and need shall be
18 considered by local superintendents of education when
19 selecting the schools where a regional literacy specialist
20 shall serve. There shall be two levels of limited literacy
21 support provided by a regional literacy specialist. The local
22 superintendent of education of a local education agency
23 subject to this subdivision shall determine the level of
24 limited support that each regional literacy specialist shall
25 provide.

26 a. Limited support 1. An Alabama Reading Initiative
27 regional literacy specialist shall make monthly onsite visits

1 to the school and shall monitor the reading progress of all
2 students a minimum of three times per year and adjust
3 instruction according to student specific need.

4 b. Limited support 2. An Alabama Reading Initiative
5 regional literacy specialist shall make quarterly onsite
6 visits to the school and shall monitor the reading progress of
7 all students a minimum of three times per year and make
8 instruction adjustment recommendations according to student
9 specific need.

10 (3) An Alabama Reading Initiative regional literacy
11 specialist shall have all of the following minimum
12 qualifications:

13 a. The required Alabama Professional Educator
14 Certificate.

15 b. A bachelor's degree and advanced coursework or
16 professional development in the science of reading,
17 multisensory language instruction, such as Language Essentials
18 for Teachers of Reading and Spelling, or a comparable
19 alternative training approved by the State Board of Education.

20 c. A minimum of four years of experience as a
21 successful elementary or literacy teacher.

22 d. 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 e. A strong knowledge base in the science of
27 learning to read and the science of early childhood education.

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

3 (d) An Alabama Reading Initiative local reading
4 specialist shall be assigned to provide intensive, targeted
5 professional development for elementary school teachers at one
6 school.

7 (1) An Alabama Reading Initiative local reading
8 specialist shall have all of the following minimum
9 qualifications:

10 a. The required Alabama Professional Educator
11 Certificate.

12 b. A bachelor's degree and advanced coursework or
13 professional development in the science of reading, such as
14 multisensory language instruction, or comparable alternative
15 training approved by the State Board of Education.

16 c. A minimum of two years of experience as a
17 successful elementary or literacy teacher.

18 d. A knowledge of scientifically based reading
19 research, special expertise in quality reading instruction and
20 intervention, dyslexia specific interventions, and data
21 analysis.

22 e. A strong knowledge base in the science of
23 learning to read and the science of early childhood education.

24 f. Excellent communication skills with outstanding
25 presentation, interpersonal, and time management skills.

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

4 a. Collaborating with the principal to create a
5 strategic plan for coaching.

6 b. Facilitating schoolwide professional development
7 and study groups.

8 c. Modeling effective reading instructional
9 strategies for teachers.

10 d. Coaching and mentoring teachers daily.

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

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

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

21 h. Monitoring the reading progress of all students a
22 minimum of three times per year and making recommendations for
23 adjustment of instruction according to student specific need.

24 i. An Alabama Reading Initiative local reading
25 specialist may not perform administrative functions such as
26 serving as an evaluator, substitute teacher, assessment
27 coordinator, or school administrator.

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

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

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

23 (3) The State Superintendent of Education shall
24 submit a report to the Governor, the Lieutenant Governor, the
25 Speaker of the House of Representatives, the President Pro
26 Tempore of the Senate, and the Chairs of the House Ways and
27 Means Education Committee, Senate Finance and Taxation

1 Education Committee, House Education Policy Committee, and
2 Senate Education Policy Committee, no later than December 31,
3 annually, on the status of teacher professional learning,
4 student growth and proficiency against grade level standards
5 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 In addition, no school district may apply for or
12 receive any grant to be used for any public school K-3 student
13 curriculum that does not have instructional time included.

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

1 readers. The reading intervention program shall do all of the
2 following:

3 (1) Provide explicit, direct instruction that is
4 systematic, sequential, and cumulative in language
5 development, phonological awareness, phonics, fluency,
6 vocabulary, and comprehension, as applicable.

7 (2) Provide daily targeted small group reading
8 interventions based on student need in phonological awareness,
9 phonics including decoding and encoding, sight words,
10 vocabulary, or comprehension.

11 (3) Be implemented during regular school hours.

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

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

24 (2) A description of the current services that are
25 provided to the student.

26 (3) A description of the proposed evidence-based
27 reading interventions and supplemental instructional services

1 and supports that shall be proposed for discussion while
2 establishing the student's reading improvement plan as
3 provided in subsection (d).

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

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

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

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

21 (d) Any K-3 student who exhibits a reading
22 deficiency at any time, as provided in subsection (b), shall
23 receive an individual reading improvement plan no later than
24 30 days after the identification of the reading deficiency.

25 (1) The reading improvement plan shall be created by
26 the teacher, principal, other pertinent school personnel, and
27 the parent or legal guardian of the student, and shall

1 describe the evidence-based reading intervention services,
2 including dyslexia specific intervention services, that the
3 student shall receive to improve the reading deficit.

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

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

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

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

23 (2) The highly effective teacher of reading shall
24 provide direct, explicit, and systematic reading intervention
25 services and supports to improve any identified area of
26 reading deficiency.

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

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

7 (5) Summer reading camps may be held in conjunction
8 with existing summer programs in the school district or in
9 partnership with community-based summer programs, designated
10 as effective by the State Superintendent of Education and the
11 task force established under subsection (a) of Section 3.

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

16 (1) The program shall be administered and funded by
17 the allocation provided in subdivision (2) of subsection (a)
18 of Section 4.

19 (2) Funds allocated to the program in excess of the
20 amount needed to fully fund summer programs in public
21 elementary schools that are among the lowest five percent
22 performing schools shall be divided, based on a per pupil
23 allocation, and distributed by the State Superintendent of
24 Education, to support high quality summer camps at elementary
25 schools that are not among the lowest five percent performing
26 elementary schools. The State Superintendent of Education
27 shall award the funds to each local education agency based on

1 the number of students who scored deficient, as determined by
2 the task force established under subsection (a) of Section 3,
3 on a state approved reading assessment used to determine
4 reading proficiency during the administration of the
5 assessment during the preceding academic year.

6 (3) The State Superintendent of Education shall
7 provide guidelines for the administration of the Alabama
8 Summer Achievement Program, and shall oversee all of the
9 following:

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

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

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

17 d. All other aspects of implementation of this act
18 including, but not limited to, collaboration among State
19 Department of Education staff and the task force established
20 under subsection (a) of Section 3 to improve the reading
21 proficiency of public K-3 students and implementation of rules
22 adopted by the State Board of Education.

23 e. The implementation of rules adopted by the State
24 Board of Education pertaining to dyslexia.

25 f. Collaboration with the Alabama Reading Initiative
26 state staff and the Alabama Department of Early Childhood

1 Education for appropriate professional learning approved by
2 the State Department of Education.

3 g. The development of guidelines for identifying the
4 characteristics of dyslexia.

5 (g) Any incoming third grade student identified with
6 a reading deficiency shall be provided more intensified
7 reading interventions to improve his or her specific reading
8 deficiency. Reading intervention services shall include
9 effective instructional strategies to accelerate student
10 progress. Each local education agency shall conduct a review
11 of student reading improvement plans for all incoming third
12 grade students identified with a reading deficiency. The
13 review shall address additional supports and services, as
14 described in this section, necessary to improve any identified
15 area of reading deficiency. The local education agency shall
16 provide all of the following services for third grade students
17 identified with a reading deficiency, and those services may
18 be funded with funds received through the allocation provided
19 in subdivision (2) of subsection (a) of Section 4:

20 (1) An effective or highly effective teacher of
21 reading as demonstrated by student reading performance data
22 and teacher performance evaluations.

23 (2) Reading intervention services and supports to
24 improve any identified area of reading deficiency including,
25 but not limited to, all of the following:

1 a. Additional instructional time devoted to
2 scientifically based and evidence based reading instruction
3 and intervention.

4 b. The use of evidence based reading strategies or
5 programs, or both, that have been vetted and approved by the
6 State Superintendent of Education and the task force
7 established under subsection (a) of Section 3, that have
8 demonstrated proven results in accelerating student reading
9 achievement within the same school year.

10 c. Daily targeted small group reading intervention
11 based on student need.

12 d. Explicit and systematic instruction with more
13 detailed explanations, more extensive opportunities for guided
14 practice, and more opportunities for error correction and
15 feedback.

16 e. Frequent monitoring of the progress of the
17 reading skills of each student throughout the school year and
18 adjusting instruction according to student need.

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

22 (4) A read at home plan, including participation in
23 parent training workshops or regular parent guided home
24 reading activities.

25 (h) Commencing with the 2021-2022 school year, third
26 grade students shall demonstrate sufficient reading skills for
27 promotion to fourth grade. Students shall be provided all of

1 the following options to demonstrate sufficient reading skills
2 for promotion to fourth grade, and the State Superintendent of
3 Education shall provide guidelines for the implementation of
4 this subsection:

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

8 (2) Earning an acceptable score on an alternative
9 standardized reading assessment as determined and approved by
10 the State Superintendent of Education.

11 (3) Demonstrating mastery of all third grade state
12 reading standards as evidenced by a student reading portfolio.
13 The State Superintendent of Education and the task force
14 established under subsection (a) of Section 3 shall establish
15 criteria for the student reading portfolios and a definition
16 of what constitutes mastery of all third grade state reading
17 standards.

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

22 (j) A local education agency may only exempt
23 students from mandatory retention, as provided in subsection
24 (i), for good cause. A student who is promoted to fourth grade
25 with a good cause exemption shall continue to receive
26 intensive reading intervention that includes specific reading
27 strategies prescribed in the individual reading improvement

1 plan of the student until the deficiency is improved. The
2 local education agency shall assist schools and teachers with
3 the implementation of reading strategies that research has
4 shown to be successful in improving reading among students
5 with reading difficulties. Good cause exemptions shall be
6 limited to the following:

7 (1) Students with disabilities whose Individual
8 Education Plan indicates that participation in the statewide
9 assessment program is not appropriate, consistent with state
10 law.

11 (2) Students identified as English language learners
12 who have had less than two years of instruction in English as
13 a second language.

14 (3) Students with disabilities who participate in
15 the statewide English language arts reading assessment and who
16 have an Individual Education Plan or a Section 504 plan that
17 reflects that the student has received intensive reading
18 intervention for more than two years and who still
19 demonstrates a deficiency in reading and was previously
20 retained in kindergarten, first grade, second grade, or third
21 grade.

22 (4) Students who have received intensive reading
23 intervention for two or more years and who still demonstrate a
24 deficiency in reading and who were previously retained in
25 kindergarten, first grade, second grade, or third grade for a
26 total of two years.

1 (k) No student shall be retained more than twice in
2 kindergarten through third grade.

3 (1) A request to exempt a student from the mandatory
4 retention requirement using one of the good cause exemptions
5 listed in subsection (j) shall be made consistent with the
6 following:

7 (1) Documentation shall be submitted to the school
8 principal from the teacher of the student that indicates that
9 the promotion of the student is appropriate. Documentation
10 shall include a statement identifying which good cause
11 exemption is requested, as well as the existing reading
12 improvement plan or Individual Education Plan of the student,
13 as applicable.

14 (2) The school principal shall review the
15 recommendation of the teacher, determine if the student meets
16 one of the good cause exemptions, and shall make his or her
17 determination in writing to the local superintendent of
18 education. The local superintendent of education, in writing,
19 shall approve or reject the recommendation of the school
20 principal.

21 (3) The local education agency shall assist schools
22 under its jurisdiction in providing written notification to
23 the parent of any student who is retained in third grade for
24 not achieving the reading level required for promotion. Notice
25 shall clearly state the reasons why the student is not
26 eligible for a good cause exemption and shall include a
27 description of the proposed interventions and supports that

1 shall be provided to the student to improve any identified
2 area of reading deficiency during the retained year.

3 (4) There shall be established at each school, as
4 applicable, an intensive acceleration for any student retained
5 in third grade. In addition to the criteria established in
6 subdivisions (1) to (4), inclusive, of subsection (g), the
7 intensive acceleration shall be taught by a highly effective
8 teacher of reading who has received training in the science of
9 reading and multisensory language instruction, as demonstrated
10 by student reading performance data and teacher performance
11 evaluations; shall have a reduced teacher-student ratio; and
12 shall provide explicit and systematic reading instruction and
13 intervention for the majority of student contact time each
14 day.

15 (m) Annually, on or before September 30, each local
16 education agency shall report in writing to the State
17 Superintendent of Education the following information on the
18 previous school year:

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

22 (2) By grade, the number and percentage of students
23 screened for dyslexia characteristics, the number and
24 percentage of students identified as demonstrating the
25 characteristics of dyslexia and receiving dyslexia specific
26 intervention, and the name of the dyslexia specific
27 intervention being provided.

1 (3) By grade, the number and percentage of all K-3
2 students performing on grade level or above on a State Board
3 of Education approved reading assessment.

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

7 (5) The total number and percentage of third grade
8 students who started third grade with a reading deficiency but
9 completed third grade on grade level as determined by the
10 third grade state standardized assessment in reading.

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

14 (7) By grade, pre and post Alabama Summer
15 Achievement Program reading assessment scores and other
16 mandatory summer camp data.

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

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

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

25 (11) In succeeding years, the performance of
26 students promoted with a good cause on the state standardized
27 assessment in reading.

1 (12) By school, the number of teachers who are
2 participating in or have completed professional development in
3 the science of reading and who hold advanced certifications in
4 those areas.

5 (13) By school, the number of teachers who have
6 completed training in dyslexia awareness, multisensory
7 strategies, and satisfy the definition of a dyslexia
8 interventionist as defined by rule of the State Board of
9 Education.

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

25 (1) The State Superintendent of Education and the
26 task force established under subsection (a) of Section 3 shall
27 establish annual reading growth and proficiency targets based

1 on the information required to be reported to the
2 superintendent in subsection (m).

3 (2) Of the funds allocated to the Alabama Reading
4 Initiative pursuant to subdivision (6) of subsection (a) of
5 Section 4 for state administration, the State Superintendent
6 of Education may allocate such sums as he or she deems
7 appropriate to establish an Alabama Reading Initiative
8 Incentive Program that shall distribute monetary incentives to
9 schools based on a formula, approved by the State
10 Superintendent of Education with the Alabama Committee on
11 Grade Level Reading created in Section 7, that shall factor
12 the size and geography of the school, reading growth and
13 proficiency, and the composition of student subgroups.

14 Section 6. (a) The State Superintendent of Education
15 shall develop, and the State Board of Education shall approve,
16 a dyslexia therapist certification endorsement on or before
17 December 31, 2019.

18 (1) K-12 teachers who have completed an
19 International Multisensory Structured Language Education
20 Council endorsed training course and have received a passing
21 score on the Academic Language Therapy Association's Certified
22 Academic Language Therapy assessment, or the International
23 Dyslexia Association's Knowledge and Practice Examination of
24 Effective Reading Instruction, and who hold a valid
25 Professional Educator Certificate shall be eligible for a
26 dyslexia therapist endorsement.

1 (2) Teacher preparation programs at public colleges
2 and universities in the state shall offer dyslexia therapy
3 teacher preparation courses that are approved by the
4 International Multisensory Structured Language Education
5 Council or the International Dyslexia Association.
6 Multi-institutional consortia or affiliations to assure access
7 to these courses is acceptable.

8 (3) Subject to appropriations from the Legislature,
9 the State Superintendent of Education and the Alabama
10 Commission on Higher Education shall develop and approve a
11 dyslexia therapist endorsement incentive, which shall be
12 available to teachers who attain the dyslexia therapist
13 endorsement, with direct student contact. The State
14 Superintendent of Education shall construct parameters for
15 earning the dyslexia therapist endorsement incentive.

16 (b) All teacher preparation programs authorized to
17 prepare students for state licensure shall seek accreditation
18 by the council or association for the accreditation of
19 educator preparation on or before December 31, 2020.

20 (c) The State Department of Education shall provide
21 to public universities, on an annual basis, the information
22 required for those institutions to comply with council for the
23 accreditation of educator preparation standard four
24 requirements for accreditation. The Alabama Commission on
25 Higher Education shall convene the public university deans of
26 education to facilitate the development of a format for the
27 data needed for accreditation compliance, and work with the

1 State Superintendent of Education to establish effective and
2 timely reporting processes.

3 (d) As a requirement of initial licensure, beginning
4 with the 2020-2021 school year, candidates for initial
5 elementary certification shall receive a passing score, as
6 determined by the State Board of Education, which shall base
7 its determination on the national score average during the
8 preceding academic year, on the Foundations of Reading
9 assessment for entry level teachers of reading. Beginning with
10 the graduating class of 2021, teachers seeking an initial
11 elementary certification who have passed the EdTPA and
12 Foundations of Reading Assessment may no longer be required to
13 pass the Praxis 5204 Teaching Reading assessment.

14 (e) Beginning with the 2020-2021 academic year,
15 public teacher preparation programs leading to the attainment
16 of an initial elementary teaching certification shall require
17 no less than nine credit hours of reading or literacy
18 coursework, or both, based on the science of learning to read,
19 including multisensory strategies in foundation reading
20 skills. The nine credit hours of reading or literacy
21 coursework shall be incorporated within the current credit
22 hours currently approved for the degree program and not
23 require additional credit hours for graduation.

24 (f) The standing task force created by Section 3,
25 state public teacher preparation programs, and regional
26 professional development inservice centers shall work together
27 in establishing a state continuum of teacher development for

1 approved science of reading that will reflect levels of
2 literacy teacher development from preservice, reading
3 specialist, to instructional leadership. The State
4 Superintendent of Education and the regional inservice centers
5 shall provide preservice and inservice elementary teachers
6 with all of the following professional learning activities:

7 (1) Mentoring and shadowing with master teachers
8 selected by Alabama Reading Initiative regional literacy
9 specialists and local reading specialists.

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

13 (3) Curricula and resources in all of the following
14 reading content areas:

- 15 a. Oral language development.
- 16 b. Phonemic awareness.
- 17 c. Phonics.
- 18 d. Fluency.
- 19 e. Vocabulary.
- 20 f. Writing.
- 21 g. Comprehension.

22 Section 7. (a) The State Superintendent of Education
23 shall establish the Alabama Committee on Grade Level Reading.
24 The committee shall consist of three members appointed from
25 each State Board of Education district. The Governor, the
26 Speaker of the House of Representatives, and the President Pro
27 Tempore of the Senate shall each appoint one member from each

1 district. The appointing authorities shall coordinate their
2 appointments so that diversity of gender, race, and
3 geographical areas is reflective of the makeup of this state.

4 (b) Each member of the committee shall be a parent
5 or legal guardian of a state K-12 public school student, a
6 practicing teacher, a retired teacher, or employed in the
7 field of education.

8 (c) On or before June 30, 2020, the committee shall
9 revise the 2011 Alabama Action Plan for Literacy Birth Through
10 Grade 12 in consultation with the Campaign for Grade Level
11 Reading group, which shall be presented to the Governor, the
12 State Superintendent of Education, the State Board of
13 Education, and the Chairs of the House Education Policy
14 Committee and the Senate Education Policy Committee.

15 (d) The committee shall provide recommendations to
16 the Governor, the Lieutenant Governor, and the Chairs of the
17 House Education Policy Committee and the Senate Education
18 Policy Committee on implementing this act and shall provide
19 standing oversight over the quality of professional learning
20 and program quality. The committee shall provide
21 recommendations to the State Superintendent of Education, the
22 Governor, the Lieutenant Governor, and the Chairs of the House
23 Education Policy Committee and the Senate Education Policy
24 Committee on adopting innovative strategies and programming to
25 improve the effectiveness of this act.

26 (e) Each member of the committee shall receive the
27 same travel expense allowance as is paid to state employees

1 for travel in the service of the committee, subject to
2 available appropriations.

3 Section 8. The State Superintendent of Education
4 shall provide technical assistance to local education agencies
5 in complying with this act. The State Board of Education shall
6 adopt rules as necessary to implement and enforce this act.

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

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House of Representatives

Read for the first time and re-
ferred to the House of Representa-
tives committee on Education Policy
..... 09-APR-19

Read for the second time and placed
on the calendar..... 25-APR-19

Read for the third time and passed
as amended..... 15-MAY-19

Yeas 92, Nays 3, Abstains 4

Jeff Woodard
Clerk