

# COLBERT COUNTY SCHOOLS LITERACY ACT INFORMATION

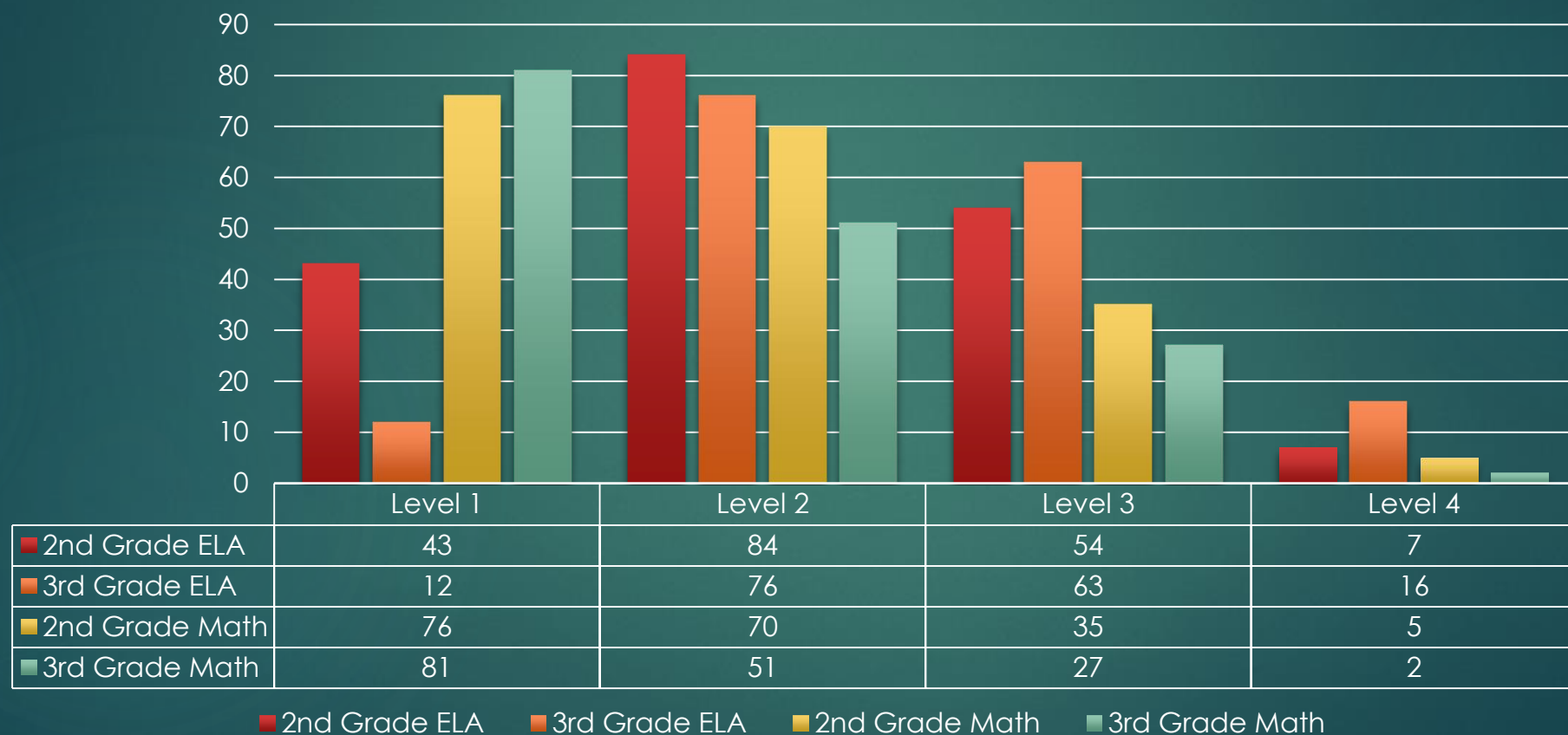
February 2022



# Alabama Literacy Act

- ▶ Alabama Literacy Act was first signed into law in 2019.
  - ▶ The law states that “Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade.”
  - ▶ Currently, the method of assessment used to determine grade level proficiency is the Alabama Comprehensive Assessment Program (ACAP)
- ▶ Purpose of the Literacy Act.
  - ▶ “to implement steps to improve the reading proficiency of public school kindergarten to third grade students and ensure that those students are able to read at or above grade level by the end of the third grade.”
- ▶ Colbert County Schools Position on the Act
  - ▶ Colbert County Schools fully supports the intention and spirit of the law wherein all students not just 3<sup>rd</sup> grade, but all grades are proficient in the core subject area of reading. CCS does not question the validity of the ACAP, but asks that the retention portion of the law be waived for one more year. The Alabama State Board of Education just passed the cut score of 452 in the November 2021 meeting. Not all teachers have been trained in the Science of Reading and we are still experiencing the tail end effects of the COVID pandemic.
- ▶ Governor Ivey statement
  - ▶ Governor Ivey asked that the retention portion of the act be delayed for one year, but this will require legislative action.
- ▶ Students are scored using the ACAP Summative or Alternate Assessment
  - ▶ ELA in grades 2-8
  - ▶ Math in grades 2-8
  - ▶ Science in grades 4, 6, and 8

# Colbert County Schools Data for Current 3<sup>rd</sup> and 4<sup>th</sup> Grades



# ACAP Performance Level

## Performance Level Descriptors (PLDs)

Performance Level	Description
<b>Level 1</b>	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study Standards.
<b>Level 2</b>	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study Standards.
<b>Level 3</b>	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study Standards.
<b>Level 4</b>	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study Standards.

**Note:** The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

# Progress Level by Reporting Category

Progress Level by Reporting Category

Progress Level	Progress Indicator	Description
Prepared	★ ★ ★	Clearly progressing toward mastery of the standards
On Track	★ ★ ★	Progressing toward mastery of the standards but may need instructional support
Support Needed	★ ★ ★	Instructional support needed to build mastery of the standards

# Performance Levels and Scale Score Ranges ELA

English Language Arts Performance Levels and Scale Score Ranges

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
2	250	444	445	505	506	568	569	730
3	250	421	422	494	495	558	559	780
4	240	426	427	495	496	566	567	780
5	220	426	427	501	502	579	580	820
6	200	428	429	500	501	575	576	800
7	200	424	425	499	500	580	581	800
8	200	411	412	491	492	563	564	750

# Performance Levels and Scale Score Ranges Math

**Math Performance Levels and Scale Score Ranges**

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
2	275	475	476	522	523	564	565	700
3	275	478	479	529	530	580	581	700
4	275	476	477	537	538	579	580	700
5	300	477	478	536	537	584	585	710
6	300	469	470	540	541	584	585	710
7	300	484	485	552	553	603	604	750
8	300	469	470	554	555	609	610	780



# Sample ACAP Score Report

Student Number: 1234567890  
Date of Birth: 03/04/2007  
Grade: 4

System: 012 SAMPLE DISTRICT  
School: 0123 SAMPLE SCHOOL  
Test Date: Spring 2021

## STUDENT RESULTS

Content Area	Performance Level				Scale Score
	Level 1	Level 2	Level 3	Level 4	
English Language Arts			✓		595
Math				✓	695
Science		✓			410

### About the Alabama Comprehensive Assessment Program (ACAP) Summative

The ACAP Summative is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The ACAP Summative measures the Alabama Course of Study Standards. Detailed information on the ACAP Summative can be found at: <https://www.alsde.edu/sec/sa/Pages/home.aspx>.

### What is the purpose of this report?

This report includes information about student performance on the ACAP Summative in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need. Note: A student's scale score is a transformed version of the raw score. It provides comparable meaning across years, but only within the same academic content area.



## ENGLISH LANGUAGE ARTS SAMPLE C. STUDENT



**STUDENT  
PERFORMANCE**

SCALE  
SCORE  
**595**

**LEVEL 3**

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 585–605.

This student's Lexile range is XXXXXL–XXXXXL.

This range represents the difficulty level of reading materials that will encourage optimal reading growth for the student.

For more information on the Lexile Framework® for Reading, visit [support.lexile.com](https://support.lexile.com).

Reporting Categories <sup>1</sup>	Progress
Reading	★★★
Key Ideas and Details	★★★
Craft and Structure/Integration of Knowledge and Ideas	★★★
Writing	★★★
Text Types and Purposes	★★★
Distribution and Production/Research	★★★
Language	★★★
Text-Dependent Writing	★★★
Literary Text	★★★
Informational Text	★★★

★★★  
**SUPPORT NEEDED**  
Instructional support needed  
to build mastery of the  
standards

★★★  
**ON TRACK**  
Progressing toward mastery  
of the standards but may  
need instructional support

★★★  
**PREPARED**  
Clearly progressing toward  
mastery of the standards



# Current 3<sup>rd</sup> and 4<sup>th</sup> Grade Students

- ▶ Currently only **12** 4<sup>th</sup> grade students were in Level 1 in ELA in the entire district.
- ▶ Cut score for reading proficiency was set at 452 for 3<sup>rd</sup> grade students
- ▶ 29 students fell below the cut score in 3<sup>rd</sup> grade on last years ACAP Reading with **Possibility of Retention**
- ▶ Cut score for reading proficiency was set at 448 for 2<sup>nd</sup> grade students
- ▶ 59 students fell below the cut score in 2<sup>nd</sup> grade on last years ACAP Reading

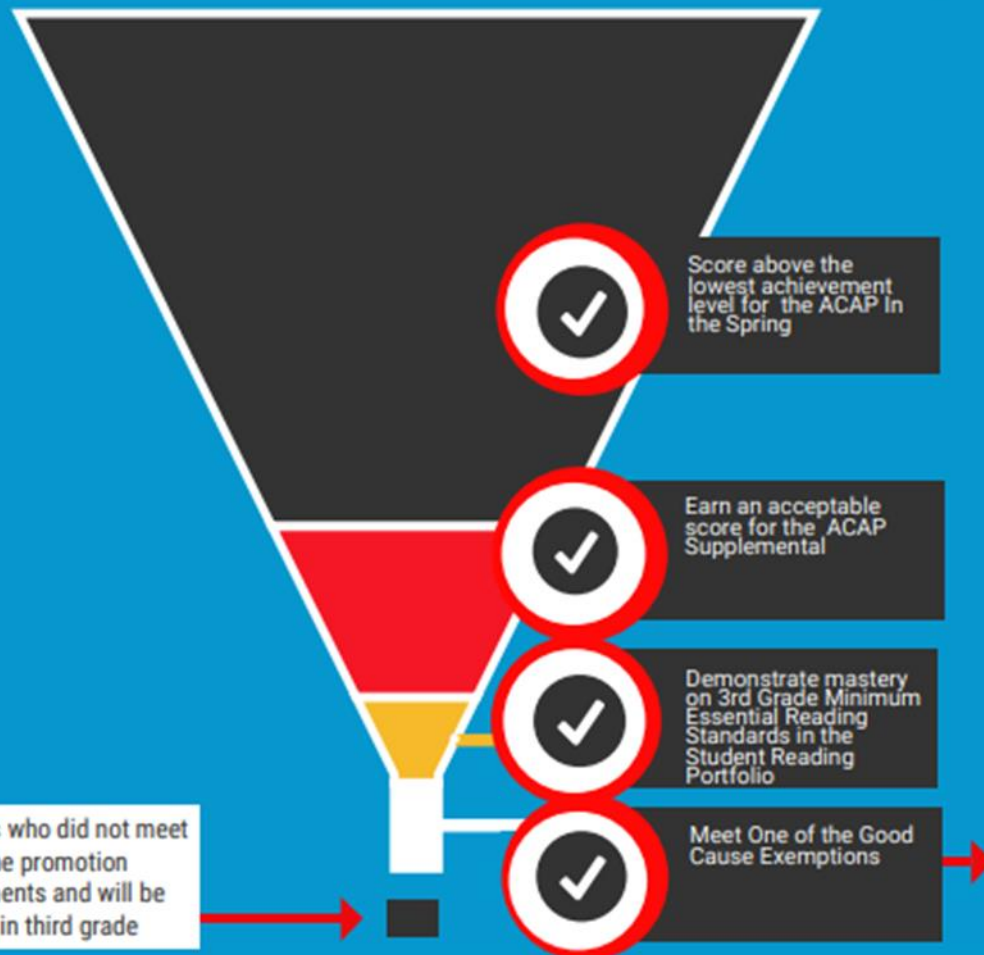
Class	Above Cut Score	Below Cut Score
Current 3 <sup>rd</sup> Grade	129	59
Current 4 <sup>th</sup> Grade	141	29
Proficiency Percentage	75%	25%



# Grade Level Ready Performance Outcomes

## Promotion Based Decisions

Third graders are promoted to fourth grade if they meet one of the following:



### Good Cause Exemptions

Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with state law.

Students identified as English language learners who have had less than two years of instruction in English as a second language.

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

Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two years.

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## Good Cause Promotion Indicators

- Students who do not score above the 452 cut score on the ACAP Reading **must do the following in order to gain promotion to the 4<sup>th</sup> grade.**

# Colbert County School's Plan

## Step 1

Formative Assessment Program using STAR Renaissance

Increased Tier 2 Intervention in the Classroom with research based instruction (ex. Reading Horizons)

Increased Tier 3 Intervention for those students in Need- Intervention Teacher at every campus

Comprehensive focus on Science of Reading PD through LETRS Training

## Step 2

Offer After School Tutoring

Several programs such as iXL for extra practice with use of 1:1 technology across the district.

Strategic scheduling of reading times for maximum instructional benefits

## Step 3

Increased focus on PST/RTI. Need more parental involvement in these meetings.

Student Reading Improvement Plan (SRIP) for those students in need

## Step 4

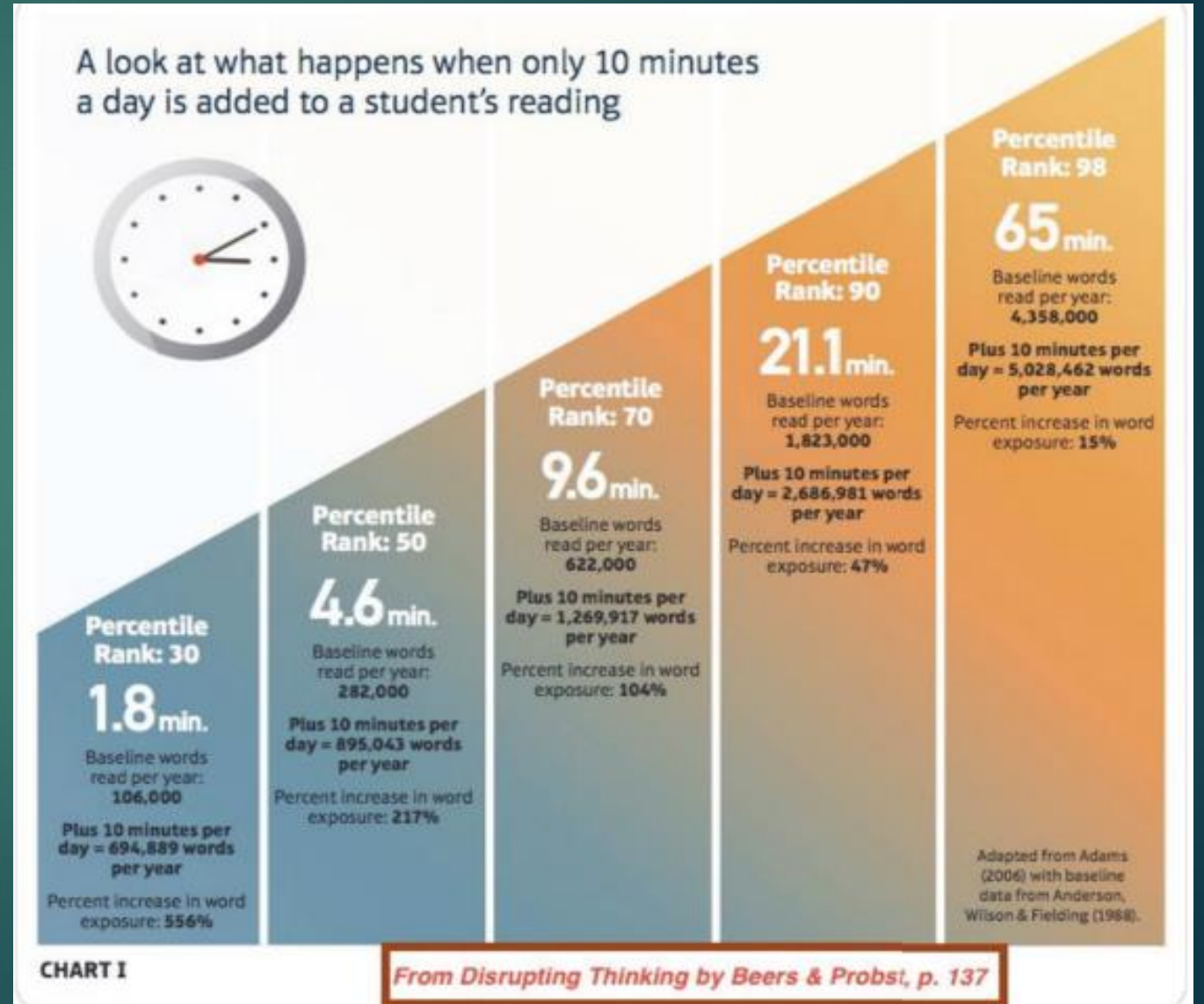
Portfolio Development for students in need

Summer Literacy Camp



# How Can You Help?

- All students need to attend school every day.
  - Students are considered Chronically Absent if they miss more than 10% of the school year or 18 days of school.
- Have your child read everyday.
- Have open communication with your teacher in regards to your child's reading data scores.
- Talk to your child about reading and demonstrate the importance of reading by reading yourself.
- Visit libraries and have your child self-select various books even if they are above or below their reading level.
  - If the text is above the reading level, read to your child.



# Questions?

- ▶ Contact your child's teacher.
- ▶ CES Reading Specialist-

Mrs. Christy Wilcoxson [cwilcoxson@colbert.k12.al.us.edu](mailto:cwilcoxson@colbert.k12.al.us.edu)

- ▶ Miss Fuqua- Principal  
[tfuqua@colbert.k12.al.us](mailto:tfuqua@colbert.k12.al.us)

256-359-6422

