



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.  
State Superintendent of Education

Alabama  
State Board  
of Education

**FOR IMMEDIATE RELEASE**  
July 12, 2022

**CONTACT:** Communications  
334-694-4686  
[comm@alsde.edu](mailto:comm@alsde.edu)

**ALSDE Releases Third Grade Reading Results from Spring Assessment**  
*Literacy Planning Prompts Early Release of Alabama Reading Scores*

**Montgomery, AL** – Results from the Alabama Comprehensive Assessment Program (ACAP) Summative Reading Subset test administered to Alabama 3<sup>rd</sup> Graders in the spring are helping educators better prepare for the needs of students for the coming school year.

Although school leaders have had access to the reading results since mid-May, the Alabama State Department of Education has decided to make the results available to the public earlier than previously scheduled. Initially, all reading results were to be released in September, along with the release of other ACAP subject results (English Language Arts, math, and science).

However, with the full implementation of the Alabama Literacy Act (ALA) underway (it was passed into law in 2019) there is a heightened sense of accountability to make sure every possible resource is afforded to educators, parents, and students. The ALA requires students who are identified as struggling readers in grades kindergarten through third grade (K-3) be provided intensive reading instruction, frequent monitoring of their literacy progress, and a Read-at-Home plan for families to participate. Those who have not made substantial progress towards proficiency in reading before the end of their 3<sup>rd</sup> grade year, may not be promoted to 4<sup>th</sup> grade beginning in the Fall of 2023.

The ACAP summative reading data released today shows that **78% of Alabama 3<sup>rd</sup> Graders are reading on or above grade level, and 22% are not reading on grade level. A total of 52,590 students were assessed with 11,725 not yet at grade level.**

However, that by no means indicates that 22% of 3<sup>rd</sup> graders would be kept back were the ALA retention piece in effect.

There are Good Cause exemptions that allow students who are reading below grade level to be promoted to the 4th grade, however they will still receive additional support. Students with limited English proficiency with less than three years of instruction in an English Language Learner program; students with a disability whose IEP or Section 504 plan indicates that the student has received intensive remediation for two years but still demonstrates deficiency in reading or was previously retained in Kindergarten, 1st, 2nd, or 3rd Grade; and students who have received intensive intervention in reading for two or more years but have been previously retained in Kindergarten, 1st, 2nd, 3rd, Grade for a total of two years would all receive Good Cause exemptions.

Additionally, students with disabilities whose Individualized Education Program (IEP) indicates that participation in a statewide accountability assessment program is not appropriate are exempt from showing proficiency.

–more–

Governor Kay Ivey  
President

Jackie Zeigler  
District I

Tracie West  
District II

Stephanie Bell  
District III

Yvette M. Richardson, Ed.D.  
District IV  
Vice President

Tonya S. Chestnut, Ed.D.  
District V

Cynthia McCarty, Ph.D.  
District VI

Belinda McRae  
District VII

Wayne Reynolds, Ed.D.  
District VIII  
President Pro Tem

Eric G. Mackey, Ed.D.  
Secretary and  
Executive Officer

### ***ALSDE Releases Third Grade Reading Results***

Also, 3rd Grade students who demonstrated an acceptable level of reading proficiency on an ALSDE approved supplemental standardized assessment may be promoted to the 4th Grade. This is taking place in conjunction with Summer Reading Camp to provide students an additional opportunity to gain needed instruction and demonstrate this on a state assessment.

The ALA law requires that all students in grades K-3 are assessed on a state-approved early reading assessment a minimum of three times during the academic year to identify levels of proficiency and determine areas of deficiency and guide instructional needs.

When areas of deficiency are identified, the classroom teacher and others work together to develop a Student Reading Improvement Plan (SRIP).

The recently released Alabama Comprehensive Assessment Program (ACAP) Summative Reading Subset data can be found on the ALSDE's website, AlabamaAchieves.org, or

<https://www.alabamaachieves.org/wp-content/uploads/2022/07/2021-2022-ACAP-Reading.xlsx>

###