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January 12, 2026

**M E M O R A N D U M**

**TO:** City and County Superintendents of Education

**FROM:** Eric G. Mackey *EGM*  
State Superintendent of Education

**RE:** Alabama Reading Initiative (ARI) High-Quality Instructional Materials (HQIM)  
for Kindergarten through Third Grade Literacy

The Alabama Literacy Task Force is charged with providing “recommendations for comprehensive core reading and reading intervention programs, a state continuum of teacher development for approved science of reading pursuant to subsection (e) of Section 16-6G-6; and an annual list of vetted assessments that are valid and reliable reading screening, formative, and diagnostic assessment systems for selection and use by local education agencies.” Additional updated responsibilities of the Alabama Literacy Task Force include:

- In future reviews, the task force shall add an element to the core reading and intervention program rubrics to review content for age appropriateness.
- The list finalized by the State Superintendent of Education for the 2021-2022 school year shall be valid for a period of five years, beginning with the date of approval. (This has allowed the usage of all six assessments through the completion of the 2025-2026 school year.)
- Assessments may be added but not removed.
- Any changes must be approved by the task force.
- The task force shall endeavor to include multiple vendors in each approved list.
- The task force shall make public all rubrics and measurements used to determine eligibility and compliance for all assessments that applied for consideration.

In order to continue to comply with the *Alabama Literacy Act*, the Alabama Literacy Task Force has completed a review of interventions and assessments, which has resulted in the following program changes and updates.

**Request for Qualifications (RFQ) ALSDE 25000003005-INTERVENTION ARI**

In this request, intervention programs, often referred to as “dyslexia specific intervention programs” per the *Alabama Literacy Act*, that had most recently been approved by the Alabama Literacy Task Force, were not required to submit and would continue to remain on the approved list of intervention programs for kindergarten through third grade. In addition, programs were added to the list of approved intervention programs as a result of the RFQ. Please note that while the Alabama Literacy Task Force reviewed for “age appropriateness,” each local education agency (LEA) should further review any adopted program it plans to use to determine if it meets community standards. Districts interested in purchasing intervention programs are encouraged to contact Publisher’s Warehouse for streamlined services.

<b>Dyslexia-Specific Intervention Programs (K-3 Literacy for Students with a Consistent Deficiency per the <i>Alabama Literacy Act</i>)</b>
95% Group: 95 RAP
Brainspring: Phonics First
EPS SPIRE
EPS SPIRE Literacy Suite (“When part of a connected, progressive series”)
Literacy Enterprises Circle: Project Read
Neuhaus Basic Language Skills (*)
Scottish Rite Build
Scottish Rite Take Flight (*)

(\*) Requires specialized Multisensory Structured Language Education training)

### **Request For Qualifications (RFQ) ALSDE 25000003006-ASSESSMENTS ARI**

In this request, all assessment programs were required to be reviewed to determine future eligibility beginning in the 2026-2027 school year. The following programs were approved for use in Alabama schools for K-3 literacy screenings and assessments.

<b>Universal Screening/Early Years Assessments (For K-3 Students)</b>
Amplify's mCLASS
Curriculum Associates iReady
Pearson's aimswebPlus
Renaissance STAR with CBMs

Districts will no longer be able to utilize NWEA Map or Istation/ISIP/Amira beginning in the 2026-2027 school year for kindergarten through third grade early years assessments/universal screeners as a result of the RFQ outlined at the bottom of [ARI's webpage](#) regarding the *Alabama Literacy Act*. Please be reminded of the guidance that was provided through the [June 14, 2023, memorandum](#) notifying districts not to enter into contracts with vendors beyond the completion of the 2025-2026 school year.

In future work, the Alabama Literacy Task Force plans to review kindergarten through third-grade comprehensive core reading programs. The goal of this review is to support options upon the completion of the six-year adoption contract made with vendors for the existing textbook selection. Currently adopted programs that are approved by the Alabama Literacy Task Force will be able to be continued through the [textbook adoption cycle](#), which takes place in the 2031-2032 school year for implementation in 2032, and the expectation is that the vendors provide opportunities to support consumable needs and additional books due to growth and damage. Any program that is additionally approved through the Alabama Literacy Task Force's next review will be available at that time, if an LEA chooses to change the current textbook. The LEA would use the local textbook adoption process. State funds through yearly textbook disbursements or other state-provided funds would not be allowed to be used for the purchase of comprehensive core reading programs or dyslexia specific intervention funds intended for kindergarten through third grade that are not on the approved lists developed by the Alabama Literacy Task Force. Please note that any program that employs the method of three-cueing is said to be harmful to children and is against state code for any public school to utilize in any grade, including higher education.

EGM/BS/AM

cc:	Alabama Literacy Task Force LEA Chief School Financial Officers LEA Curriculum Coordinators Mrs. Angela Martin Mr. Chuck Marcum	Mr. Arthur Watts, Jr. Dr. Melissa Shields Mr. Sean Stevens Mrs. Bonnie Short Ms. Ami Brooks
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