November 4, 2020

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey
State Superintendent of Education

RE: Approved Alabama Literacy Act Intervention Programs—REVISED

The Alabama Literacy Act states that each student in Grades K-3 who exhibits a reading deficiency, or the characteristics of dyslexia, based on the results of an early reading assessment, shall be provided an appropriate reading intervention program to address his or her specific deficiencies. The Act specifically outlines:

“the reading intervention program shall do all of the following:

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

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

(3) Be implemented during regular school hours.”

After completion of their review process, the Alabama Literacy Task Force (LTF) recommends four (4) programs below for K-3 reading intervention and/or dyslexia-specific intervention as providing direct and explicit teacher-led instruction, being grounded in current research in the science of teaching reading, and best meeting the requirements of the Alabama Literacy Act. Additional approved programs are also provided below.

Moreover, the LTF recommends full implementation of the professional development requirements of any intervention program to ensure the program is implemented to fidelity. Additional details of the LTF Subcommittee review process and program professional development specifics for each of the approved intervention programs are attached. For additional assistance, please contact Dr. Tracye Strichik, ARI Director, by telephone at (334) 694-4633 or by email at tracye.strichik@alsde.edu.

EGM:TS:JS

Attachments

cc: K-3 Elementary Principals
Dr. Daniel Boyd
Dr. Elisabeth Davis
Dr. Tracye Strichik

FY21-2025

1 Ala. Code Section 16-6G-5.
### Summary of Literacy Task Force Subcommittee Review

<table>
<thead>
<tr>
<th>Program</th>
<th>Full System Review (168)</th>
<th>Phonological &amp; Phonemic Awareness (42)</th>
<th>Phonics: Encoding &amp; Decoding (210)</th>
<th>Vocabulary (84)</th>
<th>Fluency (84)</th>
<th>Reading Comp (147)</th>
<th>Writing Development &amp; Skills (42)</th>
<th>Online Option</th>
<th>TOTAL SCORE</th>
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<tbody>
<tr>
<td>Take Flight</td>
<td>165</td>
<td>40</td>
<td>205</td>
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<td>SPIRE</td>
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<td>Project Read</td>
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<td>73</td>
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<td>Brainspring</td>
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<td>Reading Horizons</td>
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<td>167</td>
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<td>57</td>
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<td>Voyager Read Well</td>
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<td>29</td>
<td>160</td>
<td>54</td>
<td>63</td>
<td>92</td>
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<td>Winsor Learning</td>
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<td>166</td>
<td>46</td>
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<td>IMSE</td>
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<td>61</td>
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<td>Voyager Sound Partners</td>
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<tr>
<td>Professional Development and Implementation Information</td>
<td>Take Flight (Scottish Rite for Children)</td>
<td>S.P.I.R.E. (School Specialty)</td>
<td>Project Read (Language Circle Enterprises)</td>
<td>Phonics First (Brainspring)</td>
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<td><strong>Interventionist Details</strong></td>
<td>Interventionist must be a Certified Academic Language Therapist (CALT) and trained in the curriculum to implement this intervention. Optional coaching from Take Flight can be scheduled either four 60-minute lessons per week or five 45-minute lessons per week</td>
<td>Interventionist can be an educator, tutor, paraprofessional, or support staff and must attend training on the curriculum to implement this intervention.</td>
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<td><strong>Professional Learning Details</strong></td>
<td>Not included in the cost of the curriculum Optional coaching can be scheduled either four 60-minute lessons per week or five 45-minute lessons per week Interventionist must complete 200 hours of professional learning provided by an approved trainer who has signed an agreement to follow the Take Flight guidelines. Workshop offerings include in-person and virtual options.</td>
<td>Not included in the cost of the curriculum Optional support/coaching days can be scheduled Interventionist must complete 5 hours of professional learning provided by S.P.I.R.E.</td>
<td>Not included in the cost of the curriculum Three models for needed professional development provided by Project Read staff Workshop offerings include in-person and virtual options.</td>
<td>Included in the cost of the curriculum</td>
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<td><strong>Implementation Details</strong></td>
<td>Small group implementation size of 1-6 students.</td>
<td>Small group implementation size of 1-6 students.</td>
<td>Whole class or small group implementation.</td>
<td>Small group implementation size of 1-6 students.</td>
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<td>Interventionist Details</td>
<td>Reading Horizons</td>
<td>Voyager Read Well</td>
<td>Sunday System (Winsor Learning)</td>
<td>Institute for Multi-Sensory Education (IMSE)</td>
<td>Voyager Sound Partners</td>
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<td>Interventionist can be an educator, tutor, instructional leaders, paraprofessional, or support staff and must attend training on the curriculum to implement this intervention.</td>
<td>Interventionist trained in LETRS and can be educator, paraprofessional, coach, or tutor and must attend training on the curriculum to implement this intervention.</td>
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<td>Two in-person training days, two in-person coaching days and 10-12 additional online PD hours.</td>
<td>One to two days of launch training (depending on levels utilized). Launch training may be face to face or virtual.</td>
<td>One day of initial training; one day of deeper dive and 3 full days for the development of intervention coaches.</td>
<td>Three models for needed professional development provided by IMSE staff.</td>
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<td>Additional PD/coaching days/virtual coaching available upon request.</td>
<td>Implementation support may be in person or virtual and may include side by side teaching, data analysis, observation, retraining, special topics, etc.</td>
<td>Additional coaching and PD available upon request.</td>
<td>Workshop offerings include in-person and virtual option.</td>
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<td>Optional support/coaching days can be scheduled.</td>
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<th>Implementation Details</th>
<th>Small group implementation size of 1-6 students.</th>
<th>Small group implementation size of 1-6 students but also has a whole group component for composition, spelling, and handwriting.</th>
<th>Small group implementation size of 1-6. 35 minutes per day at 3-4 times per week.</th>
<th>Small group implementation size of 1-8. 30 minutes per day at least 3 x per week.</th>
<th>To be delivered 1:1 or in very small groups (1:2 or 1:3).</th>
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