



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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

November 4, 2020

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
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.”¹

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.

APPROVED INTERVENTION PROGRAMS	
RECOMMENDED BY THE LITERACY TASK FORCE	ADDITIONAL APPROVED PROGRAMS
Take Flight (Scottish Rite for Children) SPIRE (School Specialty) Project Read (Language Circle Enterprises) Phonics First (Brainspring)	Reading Horizons Voyager Read Well Winsor Learning IMSE Voyager Sound Partners

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. Tracie 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 Alabama Literacy Task Force Curriculum and Instruction
 Dr. Daniel Boyd Dr. Elisabeth Davis Dr. Tracie Strichik

FY21-2025

¹ Ala. Code Section 16-6G-5.

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DETAILS OF APPROVED READING INTERVENTION AND/OR DYSLEXIA-SPECIFIC INTERVENTION PROGRAMS

Summary of Literacy Task Force Subcommittee Review

Program	Full System Review (168)	Phonological & Phonemic Awareness (42)	Phonics: Encoding & Decoding (210)	Vocabulary (84)	Fluency (84)	Reading Comp (147)	Writing Development & Skills (42)	Online Option	TOTAL SCORE
Take Flight	165	40	205	76	76	128	37	YES	727
SPIRE	163	39	200	65	77	119	30	YES	693
Project Read	148	34	195	52	73	112	33	NO	647
Brainspring	144	38	201	55	76	87	30	NO	631
Reading Horizons	128	26	167	58	57	100	25	YES	561
Voyager Read Well	130	29	160	54	63	92	32	YES	560
Winsor Learning	136	31	166	46	60	73	31	YES	543
IMSE	115	33	165	60	61	81	27	NO	542
Voyager Sound Partners	121	32	151	93	49	62	21	YES	469

Professional Development and Implementation Information

	Take Flight (Scottish Rite for Children)	S.P.I.R.E. (School Specialty)	Project Read (Language Circle Enterprises)	Phonics First (Brainspring)
Interventionist Details	<p>Interventionist must be a Certified Academic Language Therapist (CALT) and trained in the curriculum to implement this intervention.</p> <p>Optional coaching from Take Flight can be scheduled either four 60-minute lessons per week or five 45-minute lessons per week</p>	<p>Interventionist can be an educator, tutor, paraprofessional, or support staff and must attend training on the curriculum to implement this intervention.</p>	<p>Interventionist can be an educator, tutor, paraprofessional, or support staff and must attend training on the curriculum to implement this intervention.</p>	<p>Interventionist can be an educator, tutor, paraprofessional, or support staff and must attend training on the curriculum to implement this intervention.</p>
Professional Learning Details	<p>Not included in the cost of the curriculum</p> <p>Optional coaching can be scheduled either four 60-minute lessons per week or five 45-minute lessons per week</p> <p>Interventionist must complete 200 hours of professional learning provided by an approved trainer who has signed an agreement to follow the Take Flight guidelines.</p> <p>Workshop offerings include in-person and virtual options.</p>	<p>Not included in the cost of the curriculum</p> <p>Optional support/coaching days can be scheduled</p> <p>Interventionist must complete 5 hours of professional learning provided by S.P.I.R.E.</p>	<p>Not included in the cost of the curriculum</p> <p>Three models for needed professional development provided by Project Read staff</p> <p>Workshop offerings include in-person and virtual options.</p>	<p>Included in the cost of the curriculum</p> <p>Optional in-person and virtual coaching support</p> <p>Interventionist must complete 30 hours of professional learning provided by Phonics First staff.</p> <p>Workshop offerings include in-person, live streamed, and self-paced options.</p>
Implementation Details	<p>Small group implementation size of 1-6 students.</p>	<p>Small group implementation size of 1-6 students.</p>	<p>Whole class or small group implementation.</p>	<p>Small group implementation size of 1-6 students.</p>
Website				

	Reading Horizons	Voyager Read Well	Sonday System (Winsor Learning)	Institute for Multi-Sensory Education (IMSE)	Voyager Sound Partners
Interventionist Details	Interventionist can be an educator, tutor, instructional leaders, paraprofessional, or support staff and must attend training on the curriculum to implement this intervention.	Interventionist trained in LETRS and can be educator, paraprofessional, coach, or tutor and must attend training on the curriculum to implement this intervention.	Interventionist can be an educator, tutor, paraprofessional, or support staff and must attend training on curriculum to implement this intervention.	Interventionist can be an educator, tutor, paraprofessional, or support staff and must attend training on the curriculum to implement this intervention.	Interventionist trained in LETRS and can be educator, paraprofessional, coach, or tutor and must attend training on the curriculum to implement this intervention.
Professional Learning Details	<p>Not included in the cost of the curriculum.</p> <p>Two in-person training days, two in-person coaching days and 10-12 additional online PD hours.</p> <p>Additional PD/coaching days/virtual coaching available upon request.</p>	<p>Not included in the cost of the curriculum.</p> <p>One to two days of launch training (depending on levels utilized). Launch training may be face to face or virtual.</p> <p>Implementation support may be in person or virtual and may include side by side teaching, data analysis, observation, retraining, special topics, etc.</p> <p>Optional support/ coaching days can be scheduled.</p>	<p>Not included in the cost of the curriculum.</p> <p>One day of initial training; one day of deeper dive and 3 full days for the development of intervention coaches.</p> <p>Additional coaching and PD available upon request.</p>	<p>Not included in the cost of the curriculum.</p> <p>Three models for needed professional development provided by IMSE staff.</p> <p>Workshop offerings include in-person and virtual option.</p>	<p>Not included in the cost of curriculum.</p> <p>Book one of LETRS covers the training needed to implement Sound Partners. Additional coaching and support are offered through LETRS coaching.</p>
Implementation Details	Small group implementation size of 1-6 students.	Small group implementation size of 1-6 students but also has a whole group component for composition, spelling, and handwriting.	Small group implementation size of 1-6. 35 minutes per day at 3-4 times per week.	Small group implementation size of 1-8. 30 minutes per day at least 3 x per week.	To be delivered 1:1 or in very small groups (1:2 or 1:3).
Website					