READING AND DYSLEXIA-SPECIFIC INTERVENTIONS

Request for Submissions

Intervention Instructional Programs

2020

Alabama State Department of Education
Division of Instruction
Alabama Reading Initiative
Montgomery, AL
SECTION 1: BACKGROUND AND PURPOSES

The Alabama State Department of Education (ALSDE) is seeking reading and dyslexia-specific intervention instructional program materials from any individuals or firms interested in having their intervention programs vetted by the Literacy Task Force and ALSDE. This Request for Submissions is not an offer to contract but seeks the submission of intervention program materials from interested providers for the purpose of producing a list of “vetted and approved” programs in accordance with the Alabama Literacy Act¹.

The Alabama Literacy Act and the Alabama Administrative Code² require reading and dyslexia-specific instructional intervention programs. These programs must be scientifically based and contain explicit and systematic, sequential, and cumulative multisensory language instruction with appropriate and specific interventions that will ensure that students are able to read at or above grade level by the end of third grade. The purpose of this Request for Submissions is to solicit reading intervention program materials for review by the Literacy Task Force.

More specifically, Alabama Code, Section 16-6G-5(b), provides, in part:

"The State Superintendent of Education shall provide a list of vetted and approved comprehensive and intervention programs with the advice of the task force established under subsection (a) of Section 3. The intervention program shall be provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom. Dyslexia-specific intervention as defined by the rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia and all struggling readers. 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."

Moreover, Alabama Administrative Code, Section 290-3-1-.02, provides in part:

"(f) Dyslexia-specific intervention shall mean evidenced-based, specialized reading, writing, and spelling instruction that is multisensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement). Dyslexia-specific intervention employs direct instruction of systematic and cumulative content. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts must be systematically reviewed to memory. Components of dyslexic-specific intervention include instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics."

² Ala. Admin, Code r. 290-3-1-.02 (20).
SECTION 2: READING INTERVENTION PROGRAM SUBMISSION REQUIREMENTS
The Alabama State Department of Education, Alabama Reading Initiative, requests submission of:

1. Program materials, resources, and curriculum for evidence-based reading intervention and dyslexia intervention programs to be reviewed by the Alabama Literacy Task Force. Submitted materials must include teacher editions, student texts, program assessments, and a scope and sequence. Do not include materials such as letter tiles, phonogram cards, word cards, etc. Instead, include a list and description of the materials and manipulatives that will be utilized during daily instruction.

   a. Program providers must submit materials for review that include direct, deliberate, and explicit instruction that is systematic and cumulative, provides diagnostic teaching to individualize instruction and have the following components:

      i. The elements of structured literacy to include multisensory language instruction to include specialized reading, writing, and spelling instruction that equips students to simultaneously use multiple senses (visual, auditory, tactile, and kinesthetic)

         - Phonology
         - Sound-symbol association
         - Syllable structure
         - Morphology
         - Syntax
         - Semantics

      ii. Sequenced from easiest/most basic elements and progress to more difficult material

      iii. Oral language development

      iv. Phonological awareness

      v. Phonics instruction that includes decoding and encoding

      vi. Fluency

      vii. Writing

      viii. Vocabulary

      ix. Comprehension

      x. Aligned with the Alabama Course of Study: English Language Arts

2. Primary form of delivery of instruction must be face-to-face, virtual instruction, and digital learning should be included.
REQUIRED MATERIALS FOR REVIEW

Program providers must submit curriculum materials for the program being reviewed (e.g., teacher manuals, assessments, teacher resources, and student materials) and describe any virtual instruction/digital components/platforms or other resources available.

PROGRAM EXPLANATION OR JUSTIFICATION

1. Provide an explanation or justification of how the program is grounded in the science of reading and/or structured literacy or grounded in the Orton-Gillingham methodology.
2. Identify grade levels for which the reading intervention or dyslexia-specific intervention program is intended and appropriateness for English Learners.
3. Define the intervention program parameters, including what must be in place for the program to be implemented with fidelity and/or integrity and any training required for the classroom teacher, reading interventionist, or other teacher in order to ensure that the reading intervention or dyslexia-specific program is delivered with fidelity.
4. Indicate the usability, ease of access to include the required or provided training, available digital platforms and/or resources, and delivery format that ensure effective results and improve outcomes when implemented.

READING AND DYSLEXIA-SPECIFIC INTERVENTION PROGRAM EFFICACY

Reading and dyslexia-specific intervention programs submitted must include an electronic submission summary of findings on how the reading intervention or dyslexia-specific intervention program has produced effective results, improved outcomes, and/or raised student achievement scores for the target population for the program being submitted for review.

Programs will be reviewed based on the level of evidence in the summary of findings on how the curriculum program has produced effective results, improved outcomes, and/or raised student achievement scores.

Programs must be reviewed as Promising Evidence, Moderate Evidence, or Strong Evidence in order to be recommended to the State Superintendent of Education to be included on a list of vetted and approved reading or dyslexia-specific intervention programs to be used in Alabama public schools.

The efficacy review will be examined from the Efficacy Statement and requires supporting documentation that specifically addresses the component(s) being submitted for review. Program providers must include the report of research findings. An Efficacy Statement and required supporting report(s) of research findings are required per program submitted.
EFFICACY RATINGS

<table>
<thead>
<tr>
<th>Strong Evidence</th>
<th>Moderate Evidence</th>
<th>Promising Evidence</th>
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<tbody>
<tr>
<td>✓ 1 well-designed experimental study conducted by independent researchers</td>
<td>✓ 1 well-designed quasi-experimental study conducted by independent researchers</td>
<td>✓ 1 well-designed correlational study</td>
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<tr>
<td>✓ the study should show a statistically significant positive effect of the program on student outcomes or other relevant outcomes and be consistent with other research findings (peer reviewed and meets randomized control trial)</td>
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<tr>
<td>✓ large sample(s) with diverse populations</td>
<td>✓ large sample with diverse populations</td>
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No Evidence: No research study evident or research study results did not show statistically significant positive effects.

EVIDENCE-BASED AND REQUIRED MATERIALS

Validity Statements and Research Narratives must be provided for content and instructional strategies.

✓ Validity Statement(s): The reading and dyslexia-specific intervention program provider’s summary of findings of multiple research studies. These research studies must be based in the Science of Reading.

✓ Research Narrative(s): The reading and dyslexia-specific intervention program provider’s description of how research was utilized to determine content and instructional strategies and the degree of correlation between program content and instructional strategies and the research findings.

INSTRUCTIONAL DESIGN AND REQUIRED MATERIALS

The reading and dyslexia-specific intervention program instructional design will be reviewed from evaluation of Content and Instructional Strategies. Program providers must submit the required materials for each area.
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<thead>
<tr>
<th>FOCUS AREA</th>
<th>REQUIRED MATERIALS</th>
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<tbody>
<tr>
<td>CONTENT</td>
<td>✔ At least two or more lessons from the curriculum program from which all of the content criteria can be scored.</td>
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<td></td>
<td>✔ Program providers must also supply examples of teacher manuals, assessments, teacher resources, and/or student materials to address content criteria.</td>
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<td></td>
<td>✔ The content criteria must be labeled within the provided lessons.</td>
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<td></td>
<td>✔ Provided lessons should be reflective of the program provider’s Research Narrative.</td>
</tr>
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<td>INSTRUCTIONAL STRATEGIES</td>
<td>✔ At least two or more lessons from the curriculum program from which all of the instructional strategies criteria can be scored.</td>
</tr>
<tr>
<td></td>
<td>✔ Program providers must also supply examples of teacher manuals, assessments, teacher resources, interventionist training, and/or student materials to address content criteria.</td>
</tr>
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<td></td>
<td>✔ The instructional strategies criteria must be labeled within the provided lessons.</td>
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<td>✔ Provided lessons should be reflective of the program provider’s Research Narrative.</td>
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</table>

**SPECIFIC DISQUALIFIER FOR REVIEW**

If the theoretical basis is not grounded in the science of reading and/or utilizes the Three Cueing System Model of Reading or Visual Memory as the primary basis for teaching word recognition, it shall be disqualified as cognitive science refutes its benefit in foundational reading skills acquisition.

**RESEARCH**


SECTION 3: OTHER
Specific terms and requirements in this Request for Submissions may be waived or modified by the State of Alabama as it deems necessary and appropriate. The state has no liability for any costs incurred by a prospective provider for the preparation and production of materials or for any work performed as a result of this request.

The ALSDE reserves the right to reject any and all submissions and to solicit additional submissions if that is determined to be in the best interests of the State of Alabama.

SECTION 4: SUBMISSION DEADLINE
Send one hard copy and all materials electronically to Mrs. Reeda H. Betts at:

MAILING ADDRESS:
Alabama State Department of Education
ATTN: Mrs. Reeda H. Betts
Alabama Reading Initiative
Gordon Persons Building, Room 5234
50 North Ripley Street
Montgomery, AL 36104

EMAIL ADDRESS FOR ELECTRONIC INFORMATION SUBMISSION:
ari@alsde.edu

DUE DATE: Intervention Instructional Program Provider Information, Appendix A, must be submitted electronically and all materials for review must be received at the address above by Friday, July 10, 2020, 4 P.M. CDT.

APPENDIX A
READING AND DYSLEXIA-SPECIFIC INTERVENTIONS
Request for Submissions to the Alabama Literacy Task Force

Intent to Submit for Review:
Intervention Instructional Program Provider Information

NAME OF PUBLISHER – READING AND/OR DYSLEXIA INTERVENTION PROGRAM PROVIDER:

PRODUCT TITLE:

EDITION: PUBLICATION YEAR:

ALL programs providers are submitting as a Reading Intervention Reading and/or Dyslexia-Specific Intervention Program. The Intervention Program Provider must confirm submission below by checking the corresponding box(es).

☐ Yes, this program is being submitted for review as a Reading Intervention Program (must submit materials for review that is grounded in the Science of Reading and does not utilize the Three Cueing System Model of Reading or Visual Memory as the primary basis for teaching word recognition).

☐ Yes, this program is being submitted for review as a Dyslexia-Specific Intervention [must submit materials for review that has all the components of Structured Literacy or is grounded in Orton-Gillingham methodology and must have an efficacy statement which includes a study or studies on students with dyslexia.

CONTACT PERSON:

STREET ADDRESS:

CITY: STATE:

TELEPHONE: WEBSITE:

EMAIL ADDRESS:
**PROGRAM EXPLANATION OR JUSTIFICATION, USABILITY**

1. Provide an explanation or justification of how this reading or dyslexia-specific intervention program is grounded in the science of reading and/or structured literacy or grounded in the Orton-Gillingham methodology. *(REQUIRED – a link may be provided)*

**INTENDED AUDIENCE**

2. Identify grade levels for which the reading intervention or dyslexia-specific intervention program is intended and describe how this reading or dyslexia-specific intervention program addresses the needs of the group identified. *(REQUIRED)*

**IMPLEMENTATION AND PROFESSIONAL LEARNING FOR FIDELITY**

3. Define the intervention program parameters, including what must be in place for the program to be implemented with fidelity and/or integrity. What training, support, and/or coaching is offered with this product for the classroom teacher, reading interventionist, or other teacher in order to ensure that the reading intervention or dyslexia-specific program is delivered with fidelity? *(REQUIRED)*

4. For Dyslexia-Specific Intervention Programs: Define the parameters that must be in place for the program to be implemented with fidelity (e.g., target audience, individual and/or group delivery, time frames, interventionist qualifications) *(REQUIRED)*

**USABILITY AND DIGITAL FEATURES**

5. Indicate the usability, ease of access to include the required or provided training, available digital platforms and/or resources, and delivery format that ensure effective results and improve outcomes when implemented. Are there assistive technologies included? Describe. *(REQUIRED – a link may be provided)*
ELEMENTS FOR REVIEW

Explicit: Provide a clear explanation of the program components. Explicit instruction involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. Instruction is concise, specific, and related to the objective with scaffolding and guided and independent practice. (REQUIRED – a link may be provided)

Systematic and Cumulative: Provide a detailed scope and sequence for each component being submitted for review, which includes spiraling review. Systematic and explicit instruction includes a carefully planned sequence of instruction with well-planned lessons designed to support students’ learning of new skills based on appropriate prior knowledge and understandings. (REQUIRED – a link may be provided)

Diagnostic: Provide a list of program assessments, including how and when they are used (e.g., placement tests, formative, summative, diagnostic) (REQUIRED – a link may be provided)

Placement Policy: Define program placement policy (where a student begins instruction). Justify the design of the student placement policy. (REQUIRED – a link may be provided)

Exit Criteria: Define program exit criteria. How is it determined a student no longer needs the intervention or continued support? Justify the design of the program exit and reentry criteria. (REQUIRED – a link may be provided)

Pacing: Please describe how instruction is adaptive and flexible to the needs of the students in order to remediate the skill(s) gap. Describe how the program provides more detail and extensive practice if needed. (REQUIRED – a link may be provided)

Submit this form electronically to the Alabama State Department of Education:

Mrs. Reeda H. Betts at ari@alsde.edu by July 10, 2020, 4 P.M. CDT

DUE DATE EXTENDED UNTIL MONDAY, JULY 27, 2020