

Early Literacy Supplemental Resource Review Committee

Meeting Summary

1.1 Introductions

The meeting started at 5:00 pm with introductions of the committee participants. Liberty employee participants in attendance were Natasha Camp, Loretta Zumbro Erin Brandon, Holly Weiner, Adria Blahnik, Wanda Erb, Simone Harrill, Christine Davidson, Ericka Daniel, Melinda Benson and Tiffany Duffer . Parent participants present were Tayna Mooney and Kanita Parra.

1.2 Purpose and Outcomes

The purpose is to review the quality of supplemental materials and ensure resources used for instruction meet our district criteria. The outcome is to score the supplemental resources, determine resources to recommend for a 60-day review.

1.3 Review of Criteria for Scoring

Ms. Camp asked for feedback on the Early Literacy Supplemental Resource Review document sent to committee participants for review. Ms. Camp asked about the ease of use of the format and if the links were working properly. All participants agreed that the document was easy to use and all the links worked. Ms. Camp reviewed the rubric to make sure everyone understood the document. The criteria for this research was: 1. Is it aligned with the Arizona High Academic Learning standards? 2. Does the research show that the materials are evidence-based? 3. Is it appropriate for the subject area for age, emotional development, ability level, learning styles and social development? 4. Does it fill gaps in curriculum and/or support differentiation of learning for students. 5. Does it use current relevant technology that further engages interactive learning? All of the criteria would be scored with Meets Expectations, Exceeds Expectations or Does not meet expectations. There was also an opportunity for open-ended comments.

1.4 Discussion Reading Horizons Scoring

The Reading Horizons Discovery® program uses a combination of direct instruction, software, professional learning, and support to prepare teachers to provide reading instruction for beginning and struggling readers that is aligned with the science of reading.

Ms. Camp presented the scoring for Reading Horizons.

Scoring:

- 1 - Alignment - Exceeds - 66.7% , Meets - 33.3%, Does not meet - 0%.
- 2 - Research - Exceeds - 44.4% , Meets - 55.6%, Does not meet - 0%.
- 3 - Appropriate - Exceeds - 44.4% , Meets - 55.6%, Does not meet - 0%.
- 4 - Fills Gaps - Exceeds - 44.4% , Meets - 55.6%, Does not meet - 0%.
- 5 - Relevant Technology - Exceeds -66.7% , Meets - 33.3%, Does not meet - 0%.

The committee reviewed the additional comments followed by discussion. Ms. Duffer shared that she really likes this resource. She has seen huge growth in her students. Ms. Davidson is a K-4 resource teacher and uses this resource for her dyslexic students. It has been successful and has an engagement component to keep the students engaged. Ms. Benson, an Instructional Coach, has seen a change in how the classroom teachers are using the resource to target specific skills for students. Ms. Mooney likes how the resource motivates and engages students through the technology piece at home. Ms. Erb shared that the materials are very effective and engaging.

1.5 Discussion of SIPPS Scoring.

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English Language Learners (ELLs) and students identified with dyslexia. This resource is specific to reading intervention.

Ms. Camp presented the scoring for SIPPS.

Scoring:

- 1 - Alignment - Exceeds - 11.1% , Meets - 88.9%, Does not meet - 0%.
- 2 - Research - Exceeds - 55.6% , Meets - 44.4%, Does not meet - 0%.
- 3 - Appropriate - Exceeds -44.4% , Meets - 44.4%, Does not meet - 11.1%.
- 4 - Fills Gaps - Exceeds - 33.3% , Meets - 55.6%, Does not meet - 11.1%.
- 5 - Relevant Technology - Exceeds - 0% , Meets - 55.6%, Does not meet - 44.4%

The committee reviewed the additional comments followed by discussion. Ms. Duffer asked if this resource would be used in the classroom. Ms. Camp responded saying the supplemental resource may be integrated into the classrooms in the future to use for Tier II intervention. Ms. Weiner asked about how long a SIPPS lesson takes. Ms. Brandon shared it takes about 30-40 minutes per lesson. The resource is very systematic or precise. She has used the resource for older grades and Sped students. Ms. Davidson shared how the resource uses age/grade appropriate material. Ms. Blahnik asked if there were any cons to this resource. Ms. Brandon shared it was difficult to teach the whole lesson in the 30-minute time slot she has with students. Ms. Mooney asked about the impact of effectiveness it had on students. Ms. Brandon stated she has not used the resource long enough to provide accurate information. She shared she has seen progression in her students. They are learning the routine steps of the resource. Ms. Parra asked if there was any additional planning for the teacher. Several participants responded stating the resource is scripted for the instructor and anyone could teach it.

1.6 Discussion of Phonemic Awareness Curriculum - Heggerty Scoring

Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The full curriculum manual includes 24 to 35-weeks of daily lessons, teaching 7-8 phonemic awareness skills and 2 early literacy skills. A lesson takes 8-12 minutes to complete, and the lessons are oral and auditory. This resource is specific to reading intervention.

Ms. Camp presented the scoring for Phonemic Awareness Curriculum - Heggerty.

Scoring:

- 1 - Alignment - Exceeds - 44.4% , Meets - 55.6%, Does not meet - 0%.
- 2 - Research - Exceeds - 33.3% , Meets - 66.7%, Does not meet - 0%.
- 3 - Appropriate - Exceeds -33.3% , Meets - 66.7%, Does not meet - 0%.
- 4 - Fills Gaps - Exceeds - 66.7% , Meets - 33.3%, Does not meet - 0%.
- 5 - Relevant Technology - Exceeds - 22.2% , Meets - 33.3%, Does not meet - 44.4%.

The committee reviewed the additional comments followed by discussion. Ms. Parra is a teacher in another school district and is on the committee as a parent. She shared that she uses this resource in her classroom. She loves the short segments. Ms. Blahnik likes the short lesson segments as well. The students are excited and engaged. Ms. Davidson shared her experience using with dyslexic students. She uses the Kindergarten version with her students who are missing specific skills. Ms. Daniel loves how the resource teaches the skill of Phonological Awareness. It helps students to connect it to other subjects, such as spelling. Ms. Brandon uses the Kindergarten version. She also likes the short lessons. Ms. Erb likes it for Kindergarten foundation skills. Ms. Parra utilizes the hand movements the resource instructs to use. She says this maintains consistency in the lesson if the students are taught to use the hand movements. Ms. Brandon uses this resource first followed by SIPPS. Ms. Erb shared there is no prep for this resource. All the materials are provided. Ms. Davidson has seen huge progress with her students.

1.7 Discussion of Benchmark Phonics Skill Bags Scoring

Phonics Skill Bags are a research-based explicit solution for phonics instruction in an intervention setting. Phonics instruction for a wide range of phonetic skills is provided in individual Skill Bags so teachers can pinpoint students' individual needs and teach accordingly. The Quick Phonics Assessment kit is included for pre- and post-assessment. This resource is specific to reading intervention.

Ms. Camp presented the scoring for Benchmark Phonics Skill Bags.

Scoring:

- 1 - Alignment - Exceeds - 25% , Meets - 75%, Does not meet - 0%.
- 2 - Research - Exceeds - 62.5% , Meets - 37.5%, Does not meet - 0%.

- 3 - Appropriate - Exceeds - 12.5% , Meets - 87.5%, Does not meet - 0%.
- 4 - Fills Gaps - Exceeds - 25% , Meets - 75%, Does not meet - 0%.
- 5 - Relevant Technology - Exceeds - 12.5% , Meets - 37.5%, Does not meet - 50%.

The committee reviewed the additional comments followed by discussion. Ms. Blahnik likes how the resource is pre-packaged, ready to use. She asked where she could find this resource. Ms. Daniel shared the resource is located in the Interventionist rooms at each school. Anyone can use this for targeted intervention groups. One bag contains everything needed. No additional planning by the teacher is needed. This resource aligns with the Phonics Continuum and the district tasks . Ms. Benson asked how long these lessons take. Ms. Camp said 20-30 minutes. Ms. Brandon stated she uses this resource in her intervention groups. She likes how it is pre-planned for you. She has paraprofessionals use it in small groups. It is very easy to use. Ms. Benson asked about the biggest difference between SIPPS and Benchmark. Ms. Brandon shared that SIPPS is very structured. She has to continue in SIPPS until the students master the next skill. With Benchmark data, she can choose a bag based on the student's skill needs. If the skill is mastered, she can skip over bags. Ms. Davidson shared that SIPPS is more comprehensive. Benchmark is useful for the specific skill a student has. Ms. Parra likes how all the resources can be used for intervention.

1.8 Supplementary Resource Recommendations for 60-day Review and Approval

The committee was asked by Ms. Camp if they were in support of recommending the supplemental instructional resources that were reviewed during this meeting. She asked the committee to vote for each program with a choice of one of the following: Yes, Can live with it, or No, should not move forward.

1 - Reading Horizons - All members of the committee were Yes.

2 - SIPPS - All members of the committee were Yes.

3 - Phonemic Awareness-Heggerty - All members of the committee were Yes.

4 - Benchmark Phonics Skills Bags - A majority of the committee was Yes with one participant who can live with it.

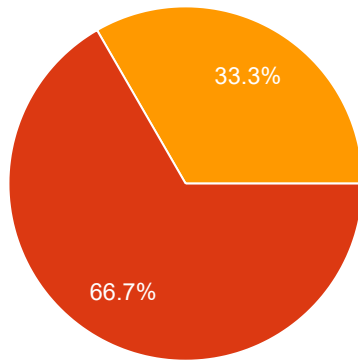
Ms. Camp will be sharing the committee recommendations to the Governing Board to approve a 60-day review to elicit community feedback. She thanked everyone for taking the time to be a part of this committee.

The meeting was adjourned at 6:01 pm.

Is aligned to Arizona High Academic Learning Standards <https://bit.ly/3MYildA>



9 responses

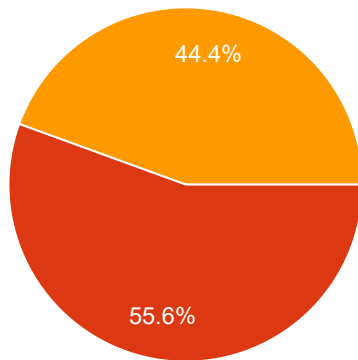


- Does Not Meet Expectations (1)
- Meets Expectations (2)
- Exceeds Expectations (3)

Research shows that the program or materials are evidence based.



9 responses

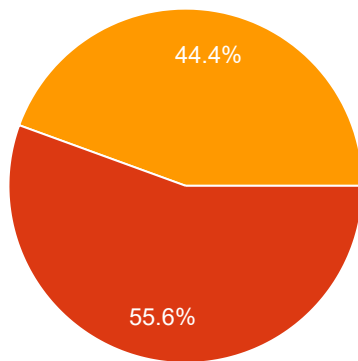


- Does Not Meet Expectations (1) - Does not provide research study data
- Meets Expectations (2) - Research supports, but may not be peer reviewed or show evidence of significant effect sizes
- Exceeds Expectations (3) - Research study is peer reviewed and shows significant effect size

Is appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students.



9 responses

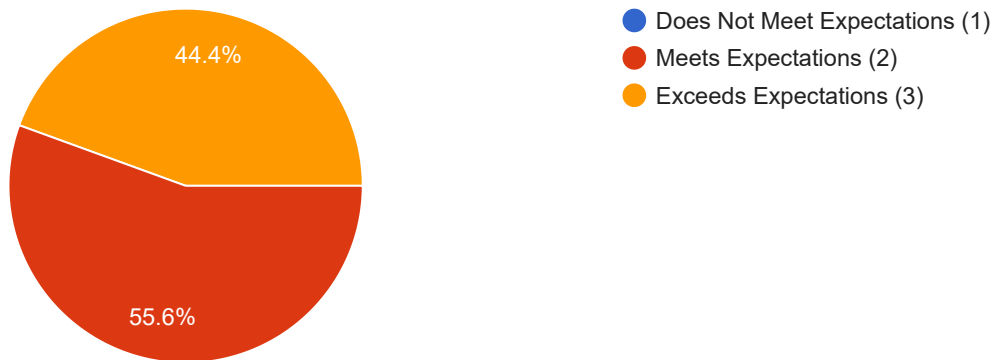


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Fills gap(s) in curriculum and/or supports differentiation of learning for students so teachers can enrich/extend, remediate or intervene



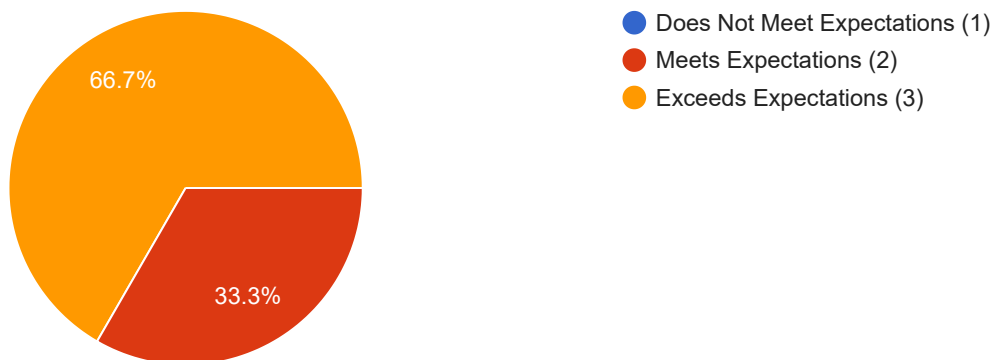
9 responses



Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond



9 responses



Additional Comments for committee to consider

9 responses

Will we have reading discovery moving forward?

I love the technology piece. I use this even with my older students in 4th and 5th grade who have missed that phonics piece.

Students are moving through their Phonic Screener tasks as they are getting strong Tier 1 with RH.

I did a little digging and found the following in regard to effect: "The mean for Reading Horizons is 241.33 while the mean for Aims web is 125.4 indicating a significant difference in scores. Reading Horizons shows a better percentage of improvement in reading scores over the three benchmark tests given. Reading Horizons is the better program in the opinion of this study."

Allee, J. (2015). Does Reading Horizons improve the reading fluency of struggling readers? (61-683). Northwest Missouri State University.

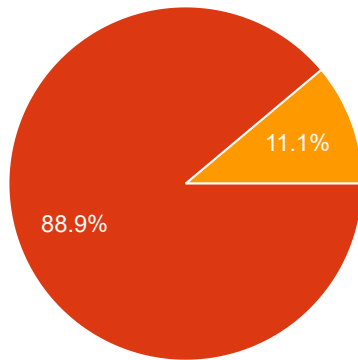
<https://www.nwmissouri.edu/library/researchpapers/2015/Allee,%20Janet.pdf>

n/a

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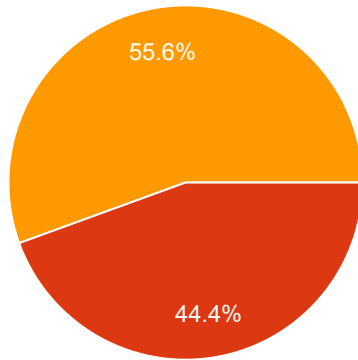


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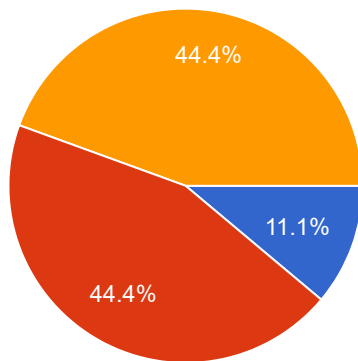


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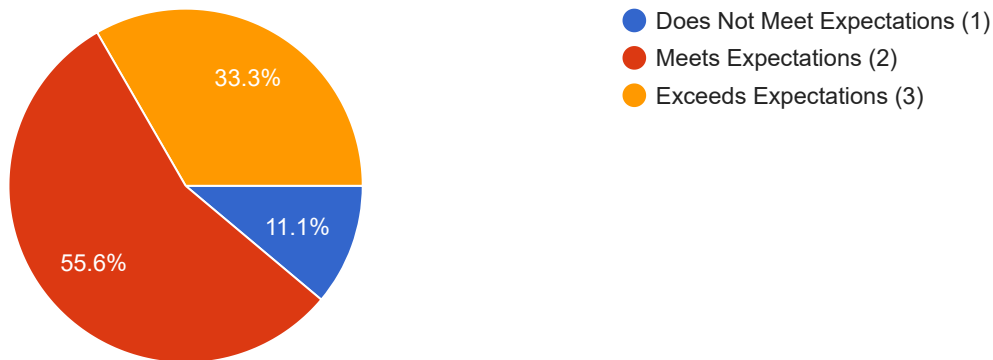


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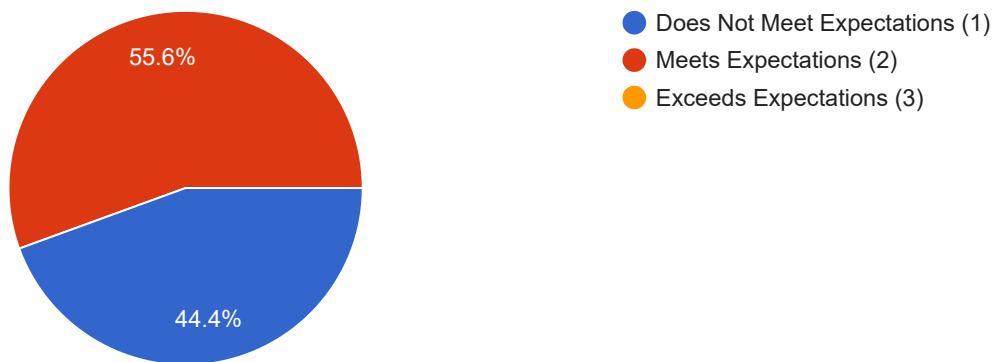
9 responses



Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond



9 responses



Additional Comments for committee to consider

9 responses

I would love to see a SIPPS lesson being taught, and I look forward to seeing the materials this afternoon.

I use SIPPS a lot with my students. I like it because it looks at phonemic awareness, but also reading comprehension and writing.

intervention 1-12, core delivery k-3, beginning - extension - challenge, aligned to foundational standards, best for intervention, digital materials in learning portal but not tech engagement for students.

I may have missed it but could not find any technology for this curriculum. If it is flash-card based, this can be difficult to implement beyond the classroom or at home if needed.

Does this program require specific training?

n/a

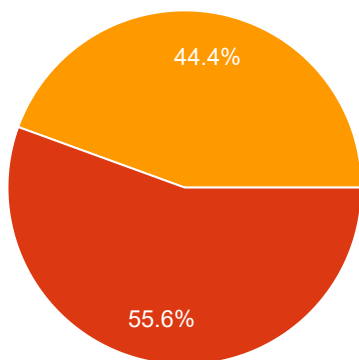
When reading over the blog regarding SIPPS by Ann Leon.

She stated that SIPPS has moderate evidence to ensure that each student reads connected text every day to

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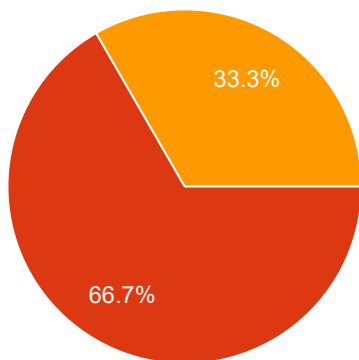


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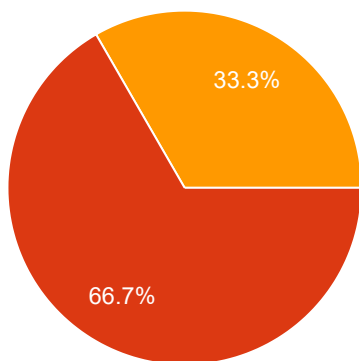


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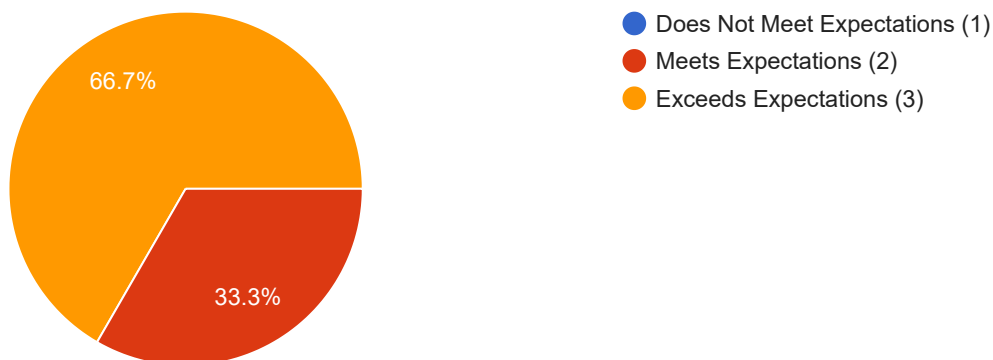


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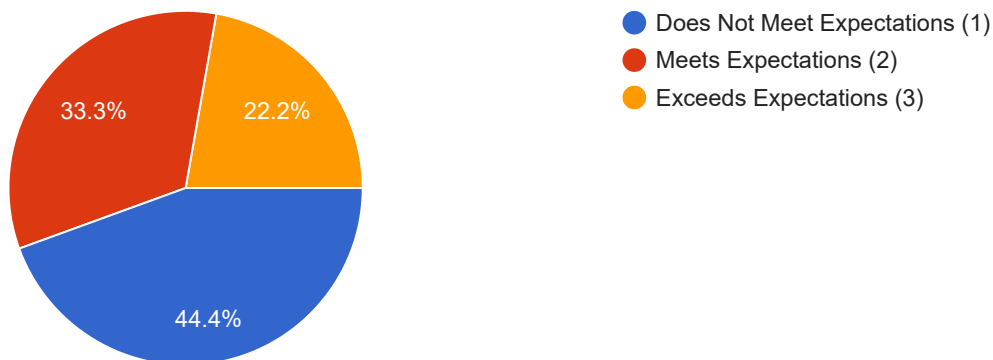
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Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond



9 responses



Additional Comments for committee to consider

9 responses

I have seen great results in our tier 1, 2 and 3 groups using Heggerty. The trainer at the recent Dyslexia conference highly recommended Heggerty for all learners.

I liked that they offer professional development in person, online and PD can be for one teacher or many.

I have not used this resource, but I have spoken to another teacher and a reading interventionist who have, and they really like it. They have seen a lot of success using it.

It is extremely interactive. My kids LOVE it!

n/a

Aligned to CCSS, Bridge the Gap would assist with intervention, digital subscription not included but available, 15 minutes max daily, lesson plan template easy to follow/organized,

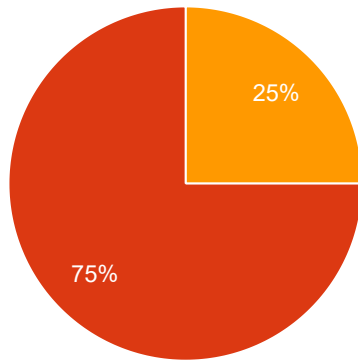
I like it because it is quick and explicit.

The data is outdated for the The National Reading Panel Report (2000) which is the basis for the Heggerty

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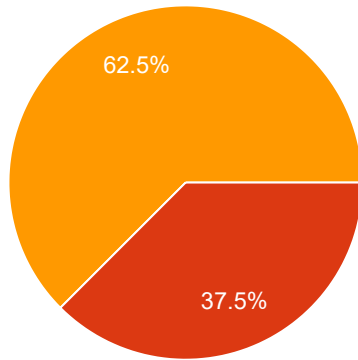


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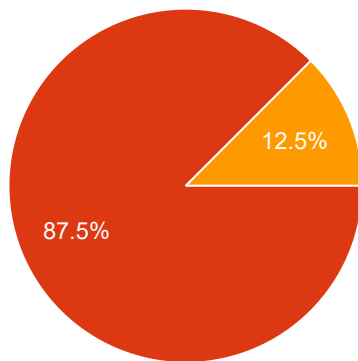


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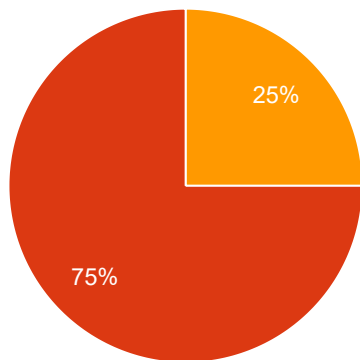


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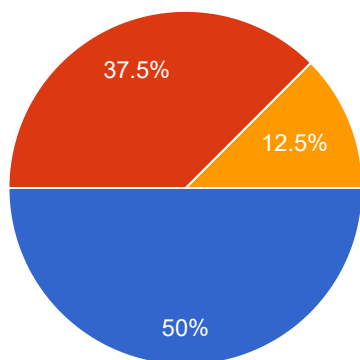


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8 responses



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8 responses

online subscription also provides interactive ebooks, intervention resource, minimal prep time, assessment for targeted intervention

This is a comment as a summary. Research has found that the teacher is the most important part of an effective curriculum. My humble recommendation is that any of these choices will provide teachers with a quality curriculum and will be effective when the teacher implements the strategies and activities for the students. I believe the training and PD provided with each selection is essential to its effectiveness.

I didn't see a technology component, but maybe I missed it. I just started using this program and I like it. It has everything you need for a week's worth of lesson's in it. I have only used it with younger students though.

My only experience with this resource is using one of the books during small groups. The book was enjoyable for the students to read, and it really targeted the skills I was teaching them.

n/a

I like that everything seems very organized and user friendly. There are lesson plans in each folder. This would be helpful for teachers. From what I'm reading about this resource is that it is meant for small group