

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Amplify Education, Inc.	Amplify SLAR Texas Habilidades y Destrezas, Grade K
Subject	Grade Level
Spanish Phonics	Kindergarten

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100.0%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>N/A</b>
<b>Quality Review Overall Score:</b>	<b>275 / 275</b>

## IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	0	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	2	2
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	1	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	0	0

**Count of Publisher Submitted Changes** **3**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

## All Feedback Items from IMRA Reviewers Remaining After Update

---

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

### Flags for Suitability Noncompliance After Updates

- None

### Flags for Suitability Compliance After Updates

- [IMRA Reviewer Positive Suitability ID 000378](#)
- [IMRA Reviewer Positive Suitability ID 000489](#)

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

---

### IMRA Reviewer Suitability Noncompliance

- None

### IMRA Reviewer Suitability Compliance

#### IMRA Reviewer Positive Suitability ID 000378

**Component:** Teacher's Guide, Unit 7 (9798885761604)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** PDF page 38

**Location:** It's a section on Nota Cultural discussing Texas history and Texas regions.

**Link:** [https://dam.amplify.com/m/79cb0e102571a69/original/SLAR\\_GK\\_U07\\_TG\\_25.pdf?\\_gl=1\\*141ozh2\\*\\_gcl\\_au\\*MTU1NzUzNDcxOS4xNzMwMjIzZmQ1\\*\\_ga\\*MTY2NDIxNzUwOS4xNzMwMjIzZmQ0\\*\\_ga\\_KB37BKPPF6\\*MTczMDIyMzI0NC4xLjEuMTczMDIyMzI2OC4zNi4wLjA](https://dam.amplify.com/m/79cb0e102571a69/original/SLAR_GK_U07_TG_25.pdf?_gl=1*141ozh2*_gcl_au*MTU1NzUzNDcxOS4xNzMwMjIzZmQ1*_ga*MTY2NDIxNzUwOS4xNzMwMjIzZmQ0*_ga_KB37BKPPF6*MTczMDIyMzI0NC4xLjEuMTczMDIyMzI2OC4zNi4wLjA).

#### IMRA Reviewer Positive Suitability ID 000489

**Component:** Teacher's Guide, Unit 7 (9798885761604)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** page 212

**Location:** Nota Cultural in the margins. This focuses on what students know about Puerto Rico as a territory of the united states.

**Link:** [https://dam.amplify.com/m/3211afe004406361/original/SLAR\\_GK\\_U04\\_TG\\_25.pdf?\\_gl=1\\*3ist9c\\*\\_gcl\\_au\\*MTU1NzUzNDcxOS4xNzMwMjIzZmQ1\\*\\_ga\\*MTY2NDIxNzUwOS4xNzMwMjIzZmQ0\\*\\_ga\\_KB37BKPPF6\\*MTczMDIyMzI0NC4xLjEuMTczMDIyMzI3MC42MC4wLjA](https://dam.amplify.com/m/3211afe004406361/original/SLAR_GK_U04_TG_25.pdf?_gl=1*3ist9c*_gcl_au*MTU1NzUzNDcxOS4xNzMwMjIzZmQ1*_ga*MTY2NDIxNzUwOS4xNzMwMjIzZmQ0*_ga_KB37BKPPF6*MTczMDIyMzI0NC4xLjEuMTczMDIyMzI3MC42MC4wLjA).

### IMRA Reviewer Factual Errors

#### IMRA Reviewer Error ID 8103556

**Component:** Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 3 Teacher Guide (9798885761208)

**Page Number(s):** p. 37-38

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/43d73327360955f2/original/SLAR\\_GK\\_U03\\_TG\\_25.pdf](https://dam.amplify.com/m/43d73327360955f2/original/SLAR_GK_U03_TG_25.pdf)

**Description of Error:** On the material, the part "Parese frente a los estudiantes Usando el protocolo de movimientos", It should be either a period or a colon after the word estudiantes, to use either capital U or change it to lower case u.

**Publisher Response:** Accept

Full response details here. The following change will be made to Unit 3 TG, Lesson 1: "Como segmentar silabas" (PDF p. 45): INSERT a period after the word estudiantes. The sentence will read: "Parese frente a los estudiantes. Usando el protocolo de movimientos..."

## IMRA Reviewer Feedback

- None

## Publisher Submitted Changes

Change ID 9756171

**Component:** N/A (N/A)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** N/A - No editorial change required

**Original URL:**

**Original Text:** N/A - No editorial change required

**Updated URL:** [https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR\\_GK-3\\_Skills\\_September\\_SBOE\\_PublicCommentPublisherResponse.pdf](https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR_GK-3_Skills_September_SBOE_PublicCommentPublisherResponse.pdf)

**Updated Text:**

Full response details here.

In response to public testimony on 09/10/2024 presented by Francine Erickson, thank you for your feedback. "Amplify Skills did not have words in the Big Book until later units of GK unit 5 and did not introduce capitalization and punctuation at that point. We need to have print." Amplify response: Amplify Texas ELAR and SLAR Skills programs adhere to the Texas Essential Knowledge and Skills (TEKS) and align with the Science of Teaching Reading (STR) legislation. Amplify's K-3 Skills curriculum introduces print concepts systematically. Students are exposed to reading print in the Big Book, Readers, and in lessons daily. In Grade K, students begin by learning sounds and letter symbols in Unit 3, with the most frequent sound-spellings introduced first. Big Books, which are reproductions of student Readers, are used starting in Unit 4, allowing teachers to model print concepts such as word recognition and fluent reading. Once students have a solid foundation in the most common letter-sound correspondences, all the letter names are introduced in Unit 6. Additionally, capitalization and punctuation are introduced incrementally to align with students' developing understanding of letter-sound correspondences.

"Amplify has little phonics and does not use the classical 'This is the letter A. It says Ah-A-Ah.' Children being taught without visual words during instructional reading time will not be successful at reading. The program isolates children from getting that instructional time and artificially changes things to keep them from progressing."

Amplify response: Amplify follows a synthetic phonics approach grounded in the Science of Teaching Reading specified by Texas state law. Rather than starting with letter names (e.g., "This is the letter A. It says Ah"), Amplify begins with the sound itself (e.g., "This is the /m/ sound"). This approach emphasizes phonemic awareness and phonics by focusing on sounds and the symbols representing them before introducing the corresponding letter names. Students then learn to decode and blend sounds to form words, helping build foundational reading skills. As they progress in the school year, students engage in activities that strengthen their ability to manipulate sounds, understand letter-sound correspondences, and blend sounds into words. Amplify does not rely on multiple cueing strategies, which are prohibited under Texas state law. Instead, we ensure students can decode based on the sounds and spelling patterns they've been explicitly taught.

"There is no echo, reading, choral, reading, or independent reading during instructional time. That doesn't exist in the Amplify curriculum. Concerned about phonemic awareness. There's no reading inventory, testing of children's independent frustrational instructional levels, and leveling." Amplify response: We agree that exposure to print and the opportunity to read aloud are critical for developing literacy skills. With Amplify Texas literacy skills programs, students read grade-level decodable texts that directly align with the phonics instruction they receive, ensuring that

the words they encounter are accessible based on the letter-sound correspondences taught. Echo reading, choral reading, and independent reading occur during these sessions to reinforce decoding and reading fluency. "A globalist education and teaching Kings and Queens is inappropriate. It may have UK origins. We need content that does not make kids think about adult topics or traumatize them." "How are we assessing using the reading assessment and QTI? Who Manages that? Everything is on a device." Amplify response: Concerns raised about Kings and Queens and QTI are unrelated to Amplify products submitted for the 2024 Instructional Materials Review and Approval (IMRA) process. The Amplify Texas skills programs submitted as part of the 2024 IMRA process offer a broad range of stories that are relatable to students. For example, inspired by the illustrator's own experiences growing up on the farmlands in Pennsylvania, Pet Fun (Grade K, Unit 4) takes place on a farm. Zack and Ann (Grade K, Unit 9) feature family adventures set in Houston. Finally, in Green Fern Zoo (Grade 1, Unit 4), students encounter people and animals at a zoo.

"Amplify phonics pilot data from 2022 to 2024 is not too different from the trend of the state." Amplify response: In our statewide analysis from 2021 to 2023, Amplify Texas ELAR/SLAR showed promising results. Through the CRIMSI pilot, which included over 70 districts, we tracked performance on STAAR for grades 3, 4, and 5. Using the metric "Approaching the State Standard (or above)," districts that implemented Amplify products made greater average gains than the state as a whole. Specifically, third-grade students grew 10 points from the 2021 to 2023 STAAR assessments, compared to a 9-point increase statewide. Further, when using the threshold of "Meeting the State Standard," the percentage of third-graders in districts implementing Amplify grew by an average of 13 points, compared to a 12-point increase statewide. These results demonstrate the effectiveness of Amplify's materials in helping lower-performing districts make significant progress, even with the STAAR redesign.

#### Change ID 9756166

**Component:** N/A (N/A)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** N/A - no editorial change required

**Original URL:**

**Original Text:** N/A - no editorial change required

**Updated URL:** [https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR\\_GK-3\\_Skills\\_September\\_SBOE\\_PublicCommentPublisherResponse.pdf](https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR_GK-3_Skills_September_SBOE_PublicCommentPublisherResponse.pdf)

**Updated Text:**

Full response details here.

In response to public testimony on 09/10/2024 presented by Jackie Besinger, thank you for your feedback. "Amplify ELAR is not traditional phonics instruction." Amplify response: Amplify Texas K-3 ELAR Skills and K-2 SLAR Habilidades y Destrezas programs align 100% with the Texas Essential Knowledge and Skills (TEKS) framework, including standards related to phonics instruction. Both programs also earned perfect scores in the Quality Review evaluation process, underscoring the rigor of our materials. These programs are designed to meet Texas educational standards while promoting student success in reading.

Amplify's phonics instruction is grounded in decades of research on how students learn to read. It follows the principles of the Science of Teaching Reading mandated by Texas state law. The program prioritizes the explicit teaching of letter-sound correspondences through systematic phonemic awareness and phonics instruction, allowing students to decode text confidently. This approach is key to building a solid reading foundation in both English and Spanish.

"Amplify ELAR Skills oral blending decodable readers heavily rely on digital materials." Amplify response: The Amplify Texas ELAR and SLAR Skills are print-based programs. Our digital resources serve as supplementary tools to enhance engagement and provide additional support for teachers and students, but the core instruction remains firmly rooted in print materials.

"What is being pushed via TX Gateway OER is pushing religious views." Amplify response: The concerns raised about religious content do not pertain to our submitted materials. Amplify's literacy skills programs, including the supporting digital resources, do not include any religious views or instruction.

#### Change ID 9756176

**Component:** N/A (N/A)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** N/A - No editorial change required

**Original URL:**

**Original Text:** N/A - No editorial change required

**Updated URL:** [https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR\\_GK-3\\_Skills\\_September\\_SBOE\\_PublicCommentPublisherResponse.pdf](https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR_GK-3_Skills_September_SBOE_PublicCommentPublisherResponse.pdf)

**Updated Text:**

Full response details here. In response to public testimony on 09/10/2024 presented by Madeline Steubing, thank you for your feedback.

"In Unit 6, Lesson 7. This is in the Teacher's manual, say, 'We are a democracy. Democracy typically means a form of government in which everyday people get to elect or vote for a leader that represents them.' And it says, 'the United States is in a democracy because citizens are able to vote.' "

Amplify response: Amplify appreciates the opportunity to provide clarifications. The specific content in question, which refers to the United States as a democracy and describes how citizens vote, is not part of Amplify's ELAR and SLAR skills product submissions for the 2024 IMRA review.

#### Public Alleged Factual Errors

- None

#### Public Suitability Flags

- None

#### Public Comments

- None