



Academy of READING®

Intervention Solution



Proven Tools to Close the Achievement Gap

Harness the power of technology to deliver truly individualized instruction tailored to each student's unique skill gaps. Based on neuroscience research and more than 20 years of classroom efficacy, the Academy of READING® provides a rich set of web-based tools for intensive training in reading foundations, assessment, ongoing progress monitoring and Response to Intervention environments.

Get rapid results with your struggling K-12 students – including at-risk, English Language Learners and Special Education – with a proven approach that closes the achievement gap and builds reading skills for life.



Foundation Skills of Reading

Thousands of at-risk K-12 students use the Academy of READING to build fluency in foundation skills. Students achieve significant and permanent gains through a patented, research-based instructional model that builds strong roots in the five areas outlined by the National Reading Panel:

PHONEMIC AWARENESS – Acquire skills in small units that progress in a natural developmental sequence, including:

- words that rhyme
- individual phonemes at the beginning, ending, and middle position of words
- blending and segmenting multi-phonemic words

PHONICS – Build understanding of the alphabetic principle through exercises that address:

- letter to sound mapping
- consonant and vowel blends and diphthongs
- spelling conventions and word building

FLUENCY – Improve accuracy, decoding and prosodic reading skills. Students work on:

- automatic word recognition of regular and irregular words
- letters, letter combinations, syllables and words of different phonetic patterns
- words, phrases, sentences and passages in both silent and oral reading

“Our district is committed to ensuring that every student is on track to meet and exceed learning goals. This research supports what our teachers told us throughout last year – our struggling students who are using the Academy of READING and the Academy of MATH are seeing significant learning gains and improving their scores on the TAKS (Texas Assessment of Knowledge and Skills).”

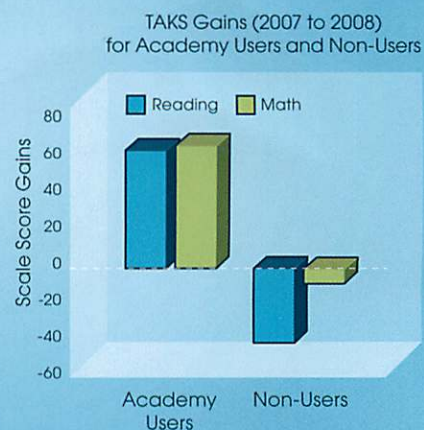
Bob Thompson,
Executive Director,
Secondary School Improvement
Spring ISD, Houston TX

RESULTS: SPRING INDEPENDENT SCHOOL DISTRICT (ISD), HOUSTON TEXAS

Looking for Tier II intervention solutions, Spring ISD selected the Academy of READING and Academy of MATH for 2,176 students in second through ninth grade. Students trained on either product, three days per week for 30 minutes in a lab setting.

After just 14 hours of training in the Academy of READING, students showed gains of 104 scale scores higher than non-users on the TAKS.*

*Based on TAKS scores for 580 students.



IMPLEMENTATION EXPERTISE

VOCABULARY – Expand reading, speaking and listening vocabulary through a wide variety of leveled passages and subject areas, as students:

- select key words that are hyperlinked to reveal definitions, usage and pictures
- learn definitions of words within the context of the state-aligned passages
- answer questions about the meaning of words after reading a passage

COMPREHENSION – Establish understanding of curriculum-based standards and strategies for better comprehension. Activities include:

- high-interest subjects, themes and genres that align to state standards
- main idea, literary devices, cause and effect, plot and inference
- opportunities to self-correct, evaluate, interpret instructions and context clues

Build on more than 20 years of experience in technology-based reading intervention to integrate the Academy of READING and quickly achieve top results with your students.

- Get instructional insights, motivate students and keep up-to-date with the latest product enhancements through the Advantage School support plan.
- Stay informed with 24/7 access to tips, classroom tools and knowledge base articles on the Academy Resource Center.
- Develop internal capacity and best practices in reading intervention with Professional Development programs for teachers and administrators.

Tutorial Letter-Sound Match - Middle sounds **Lobby**

Progress ■ ■ ■

Sad Pat has a bad cat.

Training Comprehension - Group 5 Stories **Lobby**

Decision Making

There are five main steps in making a decision. The first step is to look at the decision to be made and a list of your choices. Next, you should examine all of the different options. You must decide if each one is really a way to get what you want. The third step is to take each option and think it through. Which ones are possible, and what will be the results of each? You must think of all the advantages and disadvantages for each option. Then you can make your decision based on the best option. Lastly, you have to stand by your choice and feel good about it. When making a decision, you have to investigate it thoroughly.

5. What step comes next after you list your choices? Look in the story for the step that comes after the first step.

- ☐ Consider the advantages and disadvantages.
- ☒ Look at the decision and list your choices.
- ☐ Decide if it's really what you want.
- ☐ Examine all the different options.

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Back

"I have many vendors visit me... they bring materials that have various strong points but they don't have all that we have found in the Academy of READING. Very few products have the total package that we've found with the Academy."

Lynn Dougherty-Underwood,
Supervisor, Middle and Secondary
Reading, Hillsborough County SD,
Tampa, FL

Age-appropriate content, interfaces and graphical elements create an optimal learning environment for students as they build a foundation of reading skills.

Digital Learning Platform

Target the gaps of at-risk learners wherever they are, with a web-based platform that requires no client installation. Using the Academy of READING, students get intensive instruction and practice on state-aligned content while the platform's patented technology adapts to their unique learning patterns.

TESTING – Automated, online tests take a snapshot of each student's reading abilities relative to grade level.

- adaptive cloze paragraph test assigns reading level
- one-minute leveled reading assesses oral reading fluency, measuring accuracy, rate and prosody

- diagnostics offer in-depth testing for specific deficiencies in phonemic awareness, word recognition and visual, auditory and oral processing

INDIVIDUALIZED INSTRUCTION – Test data creates an Individualized Training Program (ITP) to close each student's skill gaps. Once assigned to their individual training plan, students work through the program at their own pace.

- tutorial, practice, then train method offers a structured approach for skill development
- mastery approach breaks down into achievable components, with positive and corrective feedback

- customizable interfaces and Academy guides give students control

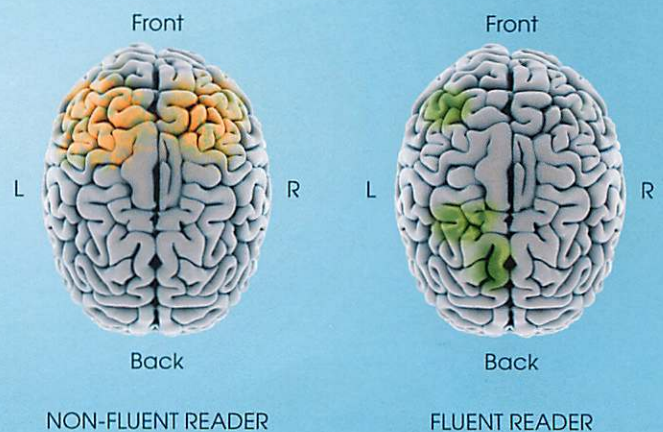
RESPONSIVE INTERVENTION ENGINE – At every step of the way, the digital learning platform captures data to monitor student progress and respond with automated interventions.

- intelligent engine adapts to student responses, accelerating or remediating
- students remain focused on training designed to challenge but never frustrate
- rich, detailed data shows specific strengths and weaknesses

AUTOMATICITY – INCREASING CAPACITY FOR LEARNING

When non-fluent readers (fMRI scan at left) are focused on decoding individual parts of words, their cognitive resources become overloaded, making comprehension very difficult.

By precisely measuring accuracy and the consistency of processing speed as part of skill mastery, the Academy of READING develops fluency by ensuring that decoding becomes automatic. As a result, the fluent reader's brain (fMRI scan at right) becomes more efficient at processing the components of reading, increasing capacity for comprehension. Academy of READING is the only intervention solution that provides an intense, proven methodology for the development of automaticity.



Management and Reporting

Differentiate instruction using built-in diagnostics and progress monitoring data.

FIDELITY MEASURES – Detailed metrics for training time in the program

SKILL MASTERY – At-a-glance graphics show skills and mastery for each exercise

PROGRESS FLAGS – Easy-to-read indicators flag when students are struggling, doing well or are in need of teacher time

SPECIFIC ERRORS – Precise data on areas of strength and weakness reveal patterns for differentiated instruction

RUBRICS AND TOOLS – Error analysis, worksheets and sample exercises can be used for individual or small-group instruction

PARENT REPORTS – Progress reports can be printed for teacher-parent meetings and are available in English and Spanish

AutoSkill
You are logged in as: smith

Classes
Registry list
Create a class

Class tools
→ Training monitor
Certificates
Test schedules

Classes
Class training monitor
This class has 2 students who have completed or who have nearly completed their first assigned training streams.

School: Main Street Middle School Subject: Reading
Class: SmithM-7 Reading Next scheduled test: Dec 17, 2010 (in 734 days)
Grade: 7 Teacher: Mary Smith
Training period: Jan 1, 2007 to Jan 1, 2010

View students: All 14 students in this class

Student name	Last login	Current skill	Trial number	Progress
Miller, Kaleisha	Jul 29, 2008 1:40 PM	Auditory-Visual Match: Group 2 CVVC letter patterns	T38	
Warle, David	Jul 29, 2008 8:07 AM	Comprehension: Group 2 stories	T13	

AutoSkill
You are logged in as: jones

Reports
RtI

Academy of READING®
Student Comprehension Report

School: Main Street Middle School Subject: Reading
Class: SmithM-7 Reading Student: Mitchell, Helen
Teacher: Mary Smith Grade: 7
Training program: 8-Adult Accelerated Stream

Student Comprehension training from January 1, 2007 to December 13, 2008 11:59 AM
Student comprehension: Stories Group 9

Summary
Topics: junior Stories completed: 6 out of 9
Total time on task: 18 min 46 sec Total number of teacher times: 0

Questions

Question type	Total attempts	% answered correctly
Main Idea/Theme	3	67%
Inference	6	83%
Vocabulary	7	86%
Detail	18	94%
Relationship	1	100%

Stories

Story name	Started date	Completed date	Avg time spent reading (mm:ss)	Time on task (hh:mm)	Trials
History of Sports	Apr 24, 2008	Apr 24, 2008	00:03	0:01	1
UFOs	Apr 24, 2008	---	01:06	0:05	1
The Garbage Problem	May 1, 2008	May 1, 2008	00:01	0:01	1
Career Choices	May 1, 2008	May 1, 2008	00:02	0:01	1

“The information we receive using Academy reports allows us to make timely, data-driven decisions.”

Johna Berg,
K-5 Instructional Technology Specialist,
East Valley School District, WA

Data captured by the program can be used to target instruction in the general education classroom and/or guide small group or differentiated instruction.

SPANISH SUPPORT

An optional instructional module, SpanishTutor™, can be enabled on a per-student basis at any time to provide tutorials, assistance and motivational elements in Spanish.

- Allows students to progress through training with instruction provided in a familiar way
- Offers positive feedback and support in Spanish through motivational characters
- Assists all Spanish-speaking students with neutral enunciation and generic accents
- Accelerates gains in reading by removing the language barrier

"I'm an advocate of the Academy of READING because of the positive results I've seen with my Latino students over the past two years. With SpanishTutor™, our ELL students are interacting even better with the Academy of READING and improving their reading skills faster."

Cesar Martinez, Media Specialist,
Wahluke High School, WA

Engaged Reading Practice

Academy of READING® Portfolio™ actively develops comprehension skills and vocabulary knowledge through a variety of listening, reading and writing activities. Easily integrated as an extension of the Academy of READING, these additional learning opportunities can be assigned at any time.

CURRICULUM-ALIGNED CONTENT –

Levelled, state-aligned passages cover a wide-range of genres and content areas, including poetry, biography, fiction, science, social studies, history, sports and study skills.

COLLECTED WORKS – Student work, including recorded oral reading, is collected and organized in a personalized portfolio to track and share progress easily.

COMPREHENSION AND VOCABULARY –

Exercises develop strategies for better oral and silent reading comprehension and vocabulary knowledge through leveled passages, pre-reading vocabulary activities, multiple-choice comprehension questions and post-reading writing activities.

FLUENCY DEVELOPMENT – Students listen to modeled fluent reading, rehearse and record their own reading, self-evaluate against the model, then answer questions to confirm understanding.

ENGAGED READING – Struggling readers expand on Academy of READING training with opportunities to apply literacy skills through engaging interaction with connected text.

The screenshot displays the Academy of READING software interface. At the top, there are tabs for 'SUBSKILLS' and 'COMPREHENSION'. Below these is a table titled 'Read Aloud Comprehension - Group 10 stories'. The table has columns for DATE, RECORDING LENGTH (mm:ss), WORDS CORRECT PER MINUTE, ERRORS, FLUENCY LEVEL, and IGNORE RECORDING. Two rows of data are visible for March 20, 2009 and March 27, 2009. Below the table, a 'Training' window is open, showing a passage titled 'The Moon Landing'. The passage discusses Buzz Aldrin's autobiography and the moon landing. Below the passage, there is a multiple-choice question about the Wright Brothers' plane and a 'Next' button.

DATE	RECORDING LENGTH (mm:ss)	WORDS CORRECT PER MINUTE	ERRORS	FLUENCY LEVEL	IGNORE RECORDING
Mar 20, 2009	01:00	111	17	3	<input type="checkbox"/>
Mar 27, 2009	01:00	105	9	3	<input type="checkbox"/>

Training Read Aloud Comprehension - Group 10 stories

The Moon Landing

"Maybe it was meant to be," Buzz Aldrin wrote in his autobiography. "You see, before she was married, my mother's last name was Moon."

The "it" that Aldrin was referring to was his participation in the first trip to the moon. On July 16, 1969, Neil Armstrong, Buzz Aldrin, and Michael Collins launched into space at 9:37 a.m., from the Kennedy Space Center in Florida.

1. By carrying pieces of the Wright Brothers' plane, the astronauts were showing respect for the history of ____.

flight
inventors
the moon
exploration

Think about the connection between the first plane and the moon landing.

Next

Students rehearse, record and self-evaluate their oral reading of the text and then answer questions to confirm retention and comprehension.