



Academy of READING Alignment with the Illinois Response to Intervention Program

The Academy of READING® meets Illinois' requirements for Response to Intervention, the 3-Tier Model, and IDEA's Early Intervening Services.

Response to Intervention (RtI)

Scientifically based reading intervention and individual student data collection.

3-Tier Model for RtI

System of student supports beginning in general education and moving through 3 levels of intensity.

IDEA's Early Intervening Services (EIS)

Serving struggling students not yet referred for special education.

RtI/3-Tier/EIS Requirements	Academy of READING Features
<p>RtI – Differentiated instructional strategies for all learners</p>	<p>The Academy of READING is designed to be used as a differentiated instructional program that integrates seamlessly with core reading programs. Each child is given a placement test and an Individual Training Plan (ITP) is developed based on the results. Differentiation is continued through the progress monitoring system which continually updates the ITP based on student responses.</p>
<p>Tier 1 – Scientific, research-based core instruction and supports for all students in the general curriculum including differentiated instruction</p>	<p>Academy of READING is built on neuroscience and reading research that identifies how the brain functions while reading and the core skills necessary to be a successful reader. The program follows fundamental learning principles such as building automaticity in foundation skills, mastery learning and behavioral learning. Training focuses on the five major areas of reading instruction: phonemic awareness, phonics, fluency, comprehension, and vocabulary. Using the optional instructional module, SpanishTutor™, assistance can be enabled on a per-student basis at any time to present tutorials, assistance, and motivational elements in Spanish while teaching English reading skills.</p> <p>With the Oral Reading Fluency* module students work from letters, syllables and high-frequency words to phrases and sentences that increase in complexity as the student advances. They rehearse, record, and self-evaluate their oral reading of the text. The exercises are designed to develop strategies for better comprehension, including reading vocabulary and the ability to identify the main idea and author's purpose. Oral Reading Fluency exposes students to leveled passages of high-interest reading content and a range of pre-reading activities, multiple choice questions and vocabulary.</p>
<p>EIS – Services and Supports in the general education classroom</p>	<p>The Academy of READING provides an intensive and comprehensive intervention tool that focuses on strengthening the roots of reading to fill in the gaps of students who are struggling in foundation skills. The cloze paragraph test is used to develop an Individual Training Plan for each student which is constantly updated based on student responses. In 2001, Performance by Design Inc. performed a detailed, independent evaluation of the cloze test and it was found to be an effective computer-adaptive placement mechanism for placing students of varying reading abilities into Academy of READING instructional streams.</p> <p>Academy of READING tracks each individual student's responses and provides data on time on task, time in program, skills mastered, speed of trial completion, the number of attempts required for mastery, and percentage of items correct. More specifically, the system records each individual error made. This provides a powerful diagnostic tool, allowing teachers to identify precisely the strengths and weaknesses of each student.</p>
<p>RtI – Providing all learners with scientific, research-based interventions; measuring performance with scientifically research-based instruments</p>	
<p>Tier 2 – Supplemental instruction and interventions for students identified by data</p>	

*The Academy of READING is prerequisite for customers implementing the Response to Intervention and/or Oral Reading Fluency modules.



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RtI/3-Tier/EIS Requirements	Academy of READING Features
<p>EIS – Services and Supports-intervention</p>	<p>Reports are available for students, classes, schools and the district and can be accessed at any time, from any workstation on the network, through the browser-based management system. Detailed views of student progress enable formative instruction and allow teachers to track students as they work through the program, alerting them to trouble spots, “teacher time” flags, and how much time is being spent on each task.</p>
<p>RtI – Making educational decisions based on a student’s Response to Intervention</p>	<p>The Response to Intervention Package* for Academy of READING includes the RtI Toolkit™, featuring web-based tools for the effective management of RtI, and providing the services and data required to move students in and out of the program as appropriate. It offers:</p> <ul style="list-style-type: none"> • RtI Dashboard with interactive progress monitoring graphs, school- and district-level progress reports, and student case management tools • Oral reading fluency benchmark assessment (ORFBA) offers a web-based assessment, a fluency portfolio with teacher scoring, and words correct per minute (WCPM) graphs • The RtI Toolkit includes a diagnostic test package with diagnostic assessments for specific skills deficit analysis • Manual assignments for dynamic Individual Education Plans and differentiated instruction
<p>Tier 3 – Consists of intensive interventions provided in addition to core instruction with the goal of increasing an individual student’s rate of progress</p>	<p>Academy of READING’s Individual Training Plan is the basis for training in student-specific reading skills. The Academy of READING training is specifically designed to meet the identified needs of individual students and research shows that the more time a student spends using the program (intensity) the greater the gains. One study found that students who completed 1-4 hours of training achieved gains of 1.1 grade levels, students who completed 5-10 hours achieved gains of 1.6 grade levels, and students who completed 11-20 hours achieved gains of 1.7 grade levels.</p>
<p>EIS – Professional Development</p>	<p>AutoSkill’s Professional Development program includes training in the EIS identified areas of evaluation and placement of students; how to use Academy of READING in an EIS model of tiered intervention; as well as product training in the best use of the program.</p> <p>RtIWORKS™ is a special professional development program designed to optimize RtI implementations. Two options are available: RtIWORKS School and RtIWORKS District. The school program focuses on training teachers and campus leadership on the local RtI model and the use of the RtI Package for the Academy of READING. It includes campus planning, RtI Practitioners Workshop, onsite modeling and coaching, and data analysis and review. RtIWORKS District is designed to help districts finalize their planning and develop the rollout model for schools and includes a leadership planning workshop and RtI fidelity framework documentation.</p>

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