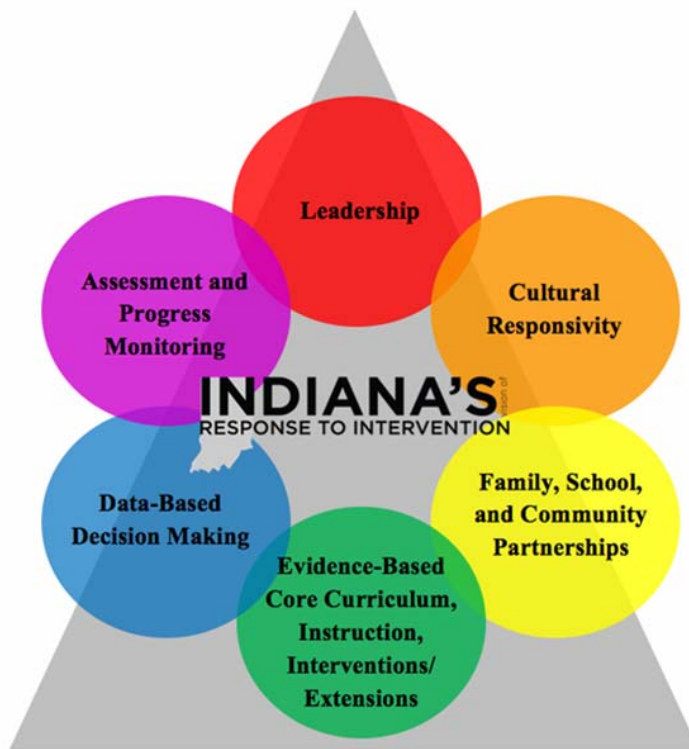


# Academy of READING & Academy of MATH Alignment to Indiana's Response to Intervention Initiative

## Summary

In Indiana, Response to Intervention is a systemic process that ensures ALL students learn. Indiana's Vision of Response to Intervention is a framework for *prevention, advancement, and early intervention, which involves determining whether all students are learning, and progressing optimally* academically, socially, emotionally, and behaviorally when provided with *high quality instruction* that addresses all aspects of students. RTI in Indiana offers the opportunity to integrate, collaborate, and cooperate across various educational initiatives including, but not limited to, school improvement; general education; Title I; special education; high ability students; and family, school, and community partnerships to ensure students are prepared for their futures. Response to Intervention focuses the entire educational system on the success of all learners. This systemic process enables educators to target instructional interventions in response to children's specific areas of need as soon as those needs become apparent. Indiana RTI is based on research for implementing systemic change that incorporates six Core Components.





## **Leadership**

Leadership facilitates the success of all students by helping faculty, staff, parents, community members and the students themselves to envision, embrace, and realize the possibilities for high achievement through shared vision, collaboration, research-based instructional practices, data driven decision-making and positive relationships. Leadership is a crucial component for implementing systemic educational reform that results in highly effective schools. Effective school leadership makes a profound difference for students because it lays the foundation for students being successful at the next level of learning and having the ability to pursue quality options in life.

## **Evidence-based core curriculum, instruction, & interventions/extensions**

Evidence-based curriculum, instruction and intervention are materials and practices authenticated in research as most effective in supporting children to learn. Curriculum is the content to be taught. Instruction is the delivery method or design of what is taught. Interventions or extensions are intensified instructional practices used to teach targeted groups of students or individual students.

## **Assessment and progress monitoring system**

School-wide universal screenings are conducted with all students to reflect the effectiveness of the core curriculum and instruction and identify those students who are in need of intervention and/or extensions. Once specific concerns are identified, scientific-based instruction or intervention can be provided to address these needs. The interpretation of universal screening data requires an identified criterion or level of performance, sometimes referred to as a benchmark.

Progress monitoring refers to the frequent and ongoing collection of student progress data for the purpose of evaluating the effectiveness of instruction and intervention. Progress monitoring is important for all students and should occur multiple (3-4) times per year. The frequency of progress monitoring should increase for students who have specific academic, social/emotional, or behavioral needs that are being addressed through scientifically-based interventions.

Assessment and progress monitoring conducted with fidelity allows educators, reading specialists, and other student service professionals, and family members to work together to meet the educational needs of the student. When considered within a data-based decision making context, assessment and progress monitoring data inform instructional practices and decisions in a way that addresses each student's needs, strengths, and challenges.

Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed. An explicit decision-making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and the teacher level (e.g., implementation of instruction and progress monitoring)

## **Data-based decision making**

Data-based decision making refers to an ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Educators utilize this systematic process to address the needs of individual students, small groups, grade levels, and all students in a school or district.





## Cultural responsiveness

Cultural responsiveness facilitates the achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context and the strengths that students bring to school. Cultural responsiveness permeates every aspect of education: curriculum and instruction, data based decision making, assessment, communication and policy decisions.

## Family, community & school partnerships

Family, school and community partnerships are collaborative relationships and activities that involve the influences and resources in students' lives to promote success and provide benefit to all partners. Such partnerships are valuable and necessary in all aspects of a student's education and at all levels including the student, classroom, school, district, and state levels. Partnerships are varied and unique, reflective of student, family, school, and community characteristics.

## The Multi-Tiered System of Support

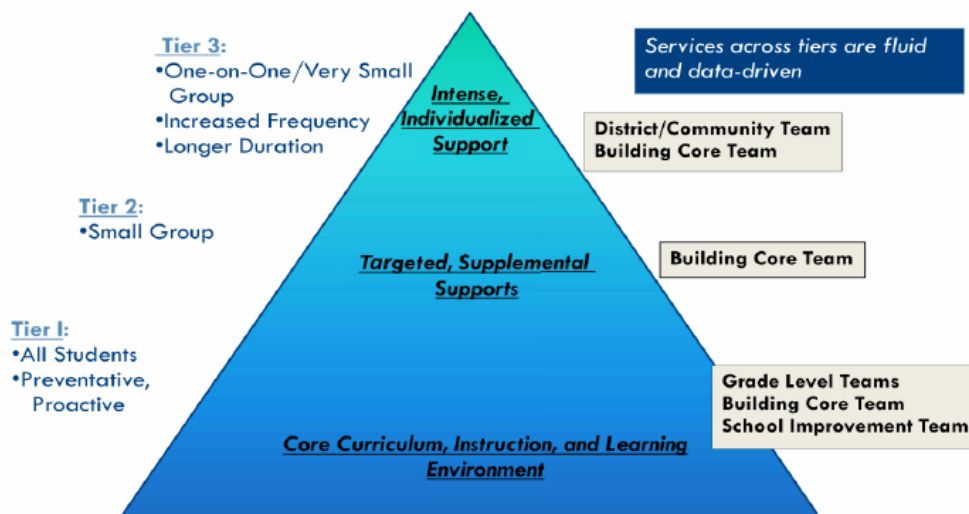
Indiana has adopted the three- to five-tier models for Response to Intervention. Local educational agencies will have selected a three-, four-, or five-tier approach that best meets the needs of their districts.

### Example—The Three Tier Model

**Tier 1**—all students participate in the core curriculum where they receive evidence-based instruction differentiated to meet student needs and are screened periodically to identify those who need additional support or extensions of the core curriculum.

**Tier 2**—students not making adequate progress in the core curriculum receive increasingly intensive instruction, while high ability students experience extensions of the core curriculum, both in small-group settings.

**Tier 3**—students receive individualized instruction focused on specific skill deficits identified through assessment to remediate those problem areas and prevent more severe ones.





Implementation requires the development of decision rules to determine when a student no longer needs a targeted or intense intervention, when an intervention needs to be changed, or when an intervention should intensify.

Information taken from the *Indiana RtI Guidance Document* found at:  
<http://www.doe.in.gov/indiana-rti/docs/2009-07-01-RTIGuidanceDocument.pdf>

## The Academy of READING® and Academy of MATH®

*"After an extremely successful implementation year, we can eagerly attest that the Academy of READING builds, strengthens, and solidifies the foundation of reading minds. We were able to meet and/or exceed Adequate Yearly Progress (AYP) and make a difference in the reading achievement of our middle school students."*

Sonja Kubinec & Kimberly Pepper,  
 Reading Specialists, Bethel Park School District, PA

AutoSkill's Academy of READING and Academy of MATH are intensive, supplementary instructional tools that can be used with students in multi-tiered intervention models for instruction, assessment and data management. The placement assessments are used as universal screening tools and include built-in progress monitoring technology. AutoSkill programs are easily implemented in the tiered model and able to provide any level of intensity of instruction required. Every program is individualized beginning with the placement test and carrying through the adaptive individual training plan.

Academy of READING is designed based 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. Academy of READING focuses on phonemic awareness, phonics, vocabulary, fluency and comprehension.

Research-based, the Academy of MATH utilizes a systematic approach to help struggling students build fluency in foundation math skills aligned to NCTM standards. For each skill area and level, students build conceptual knowledge (terms), computational fluency (operations), and strategic competence (word problems). These areas are trained to a level of mastery that ensures robust and permanent skills development. Individualized instruction lets students systematically target areas of weakness while teachers can facilitate learning where they are needed the most.

*"Semi-annual external testing shows that our students are doubling and tripling the expected annual growth rate, gaining two and three grade levels in one year. Before implementing Academy of MATH, only 42% of all students met the math standard. Four years after starting the program, 73% of kids met the standard."*

Dave Bond, Assistant Superintendent of Secondary Education  
 Kennewick School District, WA

### Indiana RtI Requirements

#### Leadership

Leadership is a crucial component for implementing systemic educational reform that results in highly effective schools.

### Academy of READING and Academy of MATH Features

An effective and engaging way to communicate to the leadership teams about the district's Academy intervention initiatives is to conduct a one-day, onsite principals' seminar. With this training the district will be able to:

- Drive local accountability for the implementations and highlight the district's initiative and investment
- Access certified training experts face-to-face to enable an onsite audit of the implementation



- Enable principals to learn more about school implementations to provide effective leadership and make informed decisions about program direction and resources.

### **Evidence-based core curriculum, instruction, and interventions/extensions**

Evidence-based curriculum, instruction and intervention are materials and practices authenticated in research.

Interventions or extensions are intensified instructional practices used to teach targeted groups of students or individual students.

**Tier 1**—all students participate in the core curriculum where they receive evidence-based instruction differentiated to meet student needs and are screened periodically to identify those who need additional support or extensions of the core curriculum.

**Tier 2**—students not making adequate progress in the core curriculum receive increasingly intensive instruction, while high ability students experience extensions of the core curriculum, both in small-group settings.

**Tier 3**—students receive

Academy of READING and Academy of MATH are technology-based instructional intervention programs that provide targeted support in the general education classroom. Some students may need a little more practice in a specific skill, and the programs' placement assessments will identify those student's gaps and weaknesses and create an Individual Training Plan (ITP) to address them.

Built on a decade of neuroscience and reading research, Academy of READING has been proven effective in scientifically based studies. Recently, in an Evergreen, WI study, students showed gains in reading proficiency of 2 grade-level equivalents on the Cloze paragraph test and 192 Lexile scores, on average, after 14 hours of training with the Academy of READING. Gains were 1.4 times greater than in a comparison group of non-users. [www.autoskill.com/pdf/ES\\_Evergreen.pdf](http://www.autoskill.com/pdf/ES_Evergreen.pdf)

Also scientifically research-based, the Academy of MATH proves equally effective in raising student achievement. In Great Falls Public School District, Great Falls, MT, 924 students, grades 1-12 achieved an average 3.5 levels gain on the Criterion Reference Test. [www.autoskill.com/pdf/ES\\_GreatFalls.pdf](http://www.autoskill.com/pdf/ES_GreatFalls.pdf)

Academy of READING and Academy of MATH are easily integrated with core instruction as a differentiated instructional component during classroom rotations or in the computer lab. The Individual Training Plan provides the guidance for differentiated instruction and is continuously updated based on the student's responses in the exercises and tests.

With the complementary module, Oral Reading Fluency, exercises develop strategies for better comprehension and timed, cold readings of leveled passages embedded in the training stream enable teachers to assess reading fluency development.

Academy of READING and Academy of MATH are individualized intervention tools that functions as a 1:1 tutor and can be used in the small group setting for Tier 2 interventions. The program's intensity is adjusted by the classroom teacher through the time allotted to training. While each student is working on an individually designed training plan, the teacher can use the small group model in creating subgroups for coordinated offline instruction.

High ability students can easily use the program to learn more advanced skills on an individual basis.

Academy of READING and Academy of MATH perfect solutions for





individualized instruction focused on specific skill deficits identified through assessment to remediate those problem areas and prevent more severe ones.

### **Assessment and progress monitoring system**

School-wide universal screenings are conducted with all students to reflect the effectiveness of the core curriculum and instruction and identify those students who are in need of intervention and/or extensions.

Progress monitoring refers to the frequent and ongoing collection of student progress data for the purpose of evaluating the effectiveness of instruction and intervention.

Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered

Tier 3 intervention The programs offer individualized, self-paced instruction based on a task-analytic approach and incorporates mastery learning principles and immediate positive feedback. The built-in management system tracks performance and progress and is accessible by both teacher and student.

In addition, the RtI Package for the Academy of READING contains detailed reading diagnostics and case management tools for data-collection for the decision-making process.

The Academy of READING uses the Cloze Paragraph Test as a screening and placement assessment. It is easily used as a Universal Screening instrument and can be delivered at the beginning, middle and end of the school year providing benchmarks for student learning.

The Academy of MATH assessment and placement test can be used in the same fashion to identify students struggling with math concepts and computational fluency.

When using the Academy of READING and the Academy of MATH, formative assessments can be administered as often as desired.

The Academy Management System is a complete data management and progress monitoring feature that tracks student testing and training results, including:

- time on task
- time using program
- skills mastered
- speed of trial completion
- number of attempts required for mastery
- 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 in the on-demand reports.

The Oral Reading Fluency Benchmark Assessment (ORFBA) is a timed cold-reading test given to students at anytime during the year while training on the Academy of READING. The program records the student reading a previously unseen leveled passage for 1 minute.

The recording is stored in the student's Fluency Portfolio for evaluation by the teacher. Upon review, s/he can mark the total number of words read, total number of errors, total words correct per minute and an overall fluency score. This data identifies proficiency, developing skills, and deficiencies.

The Management System data also helps to evaluate fidelity of implementation with time on task and time using program statistics.





## Data-based decision making

Data-based decision making refers to an ongoing process of analyzing and evaluating information to inform important educational decisions and actions.

Academy of READING and Academy of MATH reports can be accessed at any time, from any workstation on the network, through the browser-based management system. Individual, class and school reports, usage tracking, and demographic data let administrators effectively monitor results and make needed program adjustments. These reports are an effective way to share student progress with all members of the of the grade-level team.

As schools and districts are working to implement multi-tiered Response to Intervention programs, we have developed the Response to Intervention Package for the Academy of READING to support those efforts. The same service for the Academy of MATH is in development.

The Package includes the RtI Toolkit™ featuring web-based tools for the effective management of multi-tiered programs providing the services and data required to move students in and out of tiers as appropriate. The Toolkit offers:

### The RtI Dashboard

- Interactive progress monitoring graphs
- School- and District-level progress reports
- Student case management tool

### Oral Reading Fluency Benchmark Assessment (ORFBA)

- Web-based assessment
- Fluency portfolio with teacher scoring
- Words Correct Per Minute (WCPM) graphs

### Diagnostic Test Package

- Diagnostic assessments for specific skills deficit analysis

To support teachers in managing the multi-tiered intervention program, we offer RtI WORKS—professional development designed to optimize the effectiveness of the effort. Two options are available: RtIWORKS School and RtIWORKS District.

The School program focuses on training teachers and campus leadership on the multi-tiered intervention model and the use of the RtI Package for the Academy of READING. It includes:

- Campus planning
- RtI Practitioners Workshop
- Onsite modeling and coaching
- Data analysis and review

RtIWORKS District is designed to help districts finalize their planning and develop the rollout model for schools. It includes:

- Leadership Planning Workshop
- RtI Fidelity Framework documentation





- Campus workbooks for implementation
- District fidelity evaluation and data review

We also offer free webinars with RtI expert Dr. John McCook to all educators. See [www.autoskill.com](http://www.autoskill.com)

### Cultural responsiveness

Cultural responsiveness facilitates the achievement of all students.

With the optional instructional module, SpanishTutor™ for both READING and MATH, assistance can be enabled on a per-student basis at any time to present tutorials, assistance and motivational elements in Spanish. Neutral enunciation and generic accents make it ideal for all Spanish-speaking students.

### Family, community & school partnerships

Family, school and community partnerships to promote success and provide benefit to all partners.

The Management System produces progress reports that can be printed for teacher-parent meetings and are available in English and Spanish.

## IDEA Part B Coordinated Early Intervening Services (CEIS)

CEIS is sometimes viewed as an individual student problem-solving approach or a standard protocol approach to interventions and is a funding resource for Response to Intervention (multi-tiered) programs. Under IDEA, a local education agency may use up to 15 percent of its IDEA Part B funds to develop and implement the provision of early intervening services for students who have not yet been identified as needing special education but who need additional academic and behavioral support to succeed in general education. These services are designed for students in grades Kindergarten through 3rd grade; however, the funding can be used to provide services for children through 12th grade. Additionally, the funds can be used to provide:

- Professional development
- Screening of children
- Monitoring progress
- Delivering scientifically-based instruction
- Ensuring fidelity of implementation

### Required CEIS—Overrepresentation of Subgroups

In the case of overrepresentation, minority and ethnic students are present in numbers larger than would reflect the population in programs for children with disabilities, placement in particular educational settings, or disciplinary actions. IDEA requires these districts to reserve the maximum amount (15%) of the funds it receives under Part B of IDEA to provide comprehensive coordinated early intervening services (CEIS) to serve children who have not been identified as children with disabilities in the district. Information taken from:

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C8%2C>





Early Intervening Services (CEIS)	Academy of READING and Academy of MATH Features
Professional development	<p>AutoSkill's Professional Development program includes training in the CEIS identified areas of evaluation and placement of students; how to use Academy of READING and Academy of MATH in a CEIS model of tiered intervention; as well as product training in the best use the program.</p> <p>RtI WORKS™ professional development program is designed to optimize Response to Intervention implementations. Two options are available: RtIWORKS School and RtIWORKS District. The school program focuses on training teachers and campus leadership on the local multi-tiered intervention model and the use of the RtI Package for the Academy of READING. RtIWORKS District is designed to help districts finalize their planning and develop the Academy program rollout model for schools.</p>
Screening of children	<p>The Academy of MATH uses its own placement assessment as a screening and placement instrument. The Academy of READING uses the Cloze Paragraph Test for screening and placement. Both are easily used as a Universal Screening instruments and can be delivered at the beginning, middle and end of the school year. The Oral Reading Fluency Benchmark Assessment can also be used to add reading fluency to the screening efforts.</p>
Monitoring progress	<p>Academy of READING and Academy of MATH track each individual student response and provide data on students, classes, schools and districts. Reports can be accessed at any time, from any workstation on the network, through the browser-based management system.</p> <p>Individual, class and school reports, usage tracking, and demographic data let administrators effectively monitor results and make needed program adjustments.</p> <p>Detailed views of student progress enable formative instruction and allow teachers to track students as they work through the program.</p>
Delivering scientifically based instruction	<p>Academy programs are built on neuroscience and reading and math research and have been proven effective in scientifically based studies. Academy programs are easily integrated with a core instructional program as a differentiated instructional component. A placement assessment provides the data for the development of an Individual Training Plan (ITP) for each student that guides training and is updated based on student training responses.</p>





## Ensuring fidelity of implementation

Fidelity of implementation can be measured through the Academy Management System, which constantly and consistently tracks student testing and training results, including:

- Time on task
- Time in program
- Skills mastered
- Speed of trial completion
- Number of attempts required for mastery
- Percentage of items correct

The AutoSkill professional development program includes both initial training and onsite consultation which helps assure the fidelity of implementation.

