



# Academy of READING Alignment with Wisconsin's Reading Achievement for All Children (REACH)

The Academy of READING® meets requirements for assessment and instruction under Wisconsin's Responsive Education for All Children (REACH) model and Coordinated Early Intervening Services (CEIS) under the Individuals with Disabilities Education Act (IDEA).

REACH Requirements	Academy of READING Features
<p><b>REACH</b> – Universal Screening of all children</p> <p><b>CEIS</b> – Universal Screening of all children</p>	<p>The Academy of READING uses the Cloze Paragraph Test as a diagnostic and placement assessment. The test can be used as a Universal Screening instrument delivered at the beginning, middle and end of the school year to identify struggling students.</p>
<p><b>REACH</b> – Progress Monitoring to evaluate student success and weaknesses and the efficacy of the intervention.</p> <p><b>CEIS</b> – Evaluation of student progress using data from assessments.</p>	<p>The AutoSkill Management System is a complete records-management and progress monitoring feature. It 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 and percentage of items correct.</p> <p>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 and identify appropriate interventions.</p>
<p><b>REACH</b> – Universal Options are provided to all students through a core curriculum, differentiated instruction, screening, progress monitoring, and school wide pupil services and behavioral supports.</p> <p><b>CEIS</b> – Services and Supports for struggling students.</p>	<p>The Academy of READING is built on neuroscience and reading research and has been proven effective in raising student achievement through scientifically based studies. Please visit AutoSkill's research webpage at <a href="http://www.autoskill.com/research/results.php">http://www.autoskill.com/research/results.php</a> to review the results. As a supplemental program, Academy of READING is easily integrated with core instruction as a differentiated reading component during classroom reading rotations or in the computer lab.</p>
<p><b>Selected Options</b> – are supplemental options provided to small groups of students who have not met benchmarks.</p>	<p>The Academy of READING is simple to implement in the small group setting using the computer lab or the computer center in the classroom. Browser-based deployment enables access from anywhere on the network. While each student is working on an individually designed training plan, the teacher can still use the small group model in managing instruction.</p>

**CEIS** – Services and Supports for struggling students and professional development for teachers.

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.

The AutoSkill approach to teacher training is a customized Professional Development package aligned with campus needs. Educators will learn about the programs' pedagogical approach and gain a thorough understanding of the student training modules; gain understanding of computer-based learning models; benefit from in-classroom modeling and best practices and deepen understanding of advanced concepts in reading intervention. AutoSkill also offers free webinars featuring Dr. John McCook on RtI that are extremely valuable for teachers, coaches and administrators.

To support teachers in managing Selected Options, AutoSkill offers RtI WORKS, a professional development program designed to optimize Response to Intervention implementations such as REACH.

**REACH** – Targeted Options are individually designed interventions for students who have a high likelihood of developing a lasting pattern of academic failure or high levels of social or emotional distress. Examples include individualized supplemental or replacement instruction, individual behavior plans, special education services and wrap-around services.

The Academy of READING with its component modules can be written into a student's Individual Education Plan if the data indicates it to be an appropriate intervention. The built-in data collection systems and reports provide the tools for IEP monitoring.

Academy of READING moves from Selected to Targeted Options through increased time devoted to training during the day/week. For individual interventions, Academy of READING offers:

- ▶ Individualized, self-paced instruction based on a task-analytic approach
- ▶ Mastery learning principles and immediate positive feedback
- ▶ Management system that tracks performance and progress
- ▶ Progress reports accessible by both teacher and student

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