



ACADEMY OF READING® ALIGNMENT WITH THE TEXAS INTENSIVE READING INITIATIVE (IRI)

Intensive Reading Initiative Requirements	AutoSkill <i>Academy of READING</i> Alignment
<p>The intent of IRI funding is to provide another level of support to Texas students who are struggling in reading so they will be able to meet the grade advancement requirements of the Student Success Initiative and master grade level curriculum expectations.</p>	<p>The Academy of READING is based on extensive neuroscience research and is designed to be an intensive reading instruction tool that supports the school's core reading curriculum. Academy of READING develops essential component reading skills for struggling students, including those with limited English language proficiency. It builds fluency in foundation skills through:</p> <ul style="list-style-type: none">A patented methodology that incorporates the theory of automaticity in determining skill masteryAn adaptive intervention engine that automatically adjusts training based on student response to instructionMotivational principles designed to increase self-esteem and confidence in reading skills. <p>Student outcomes include: a decrease in cognitive demand used for decoding, increased attention for drawing meaning from print; increased engaged reading practice; improved reading comprehension, and increased student achievement.</p>
<p>Funds received under this program can only be used to purchase one of the programs on the approved list.</p>	<p>AutoSkill's <i>Academy of READING</i> has been reviewed by the Texas Education Agency and placed on the approved programs list.</p> <p>See page 7 in the Program Guidelines found under the 2008-2009 Intensive Reading/Intensive Math Initiative (Go to: http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx and in search parameters enter <i>Program/Subject Area: Reading Initiative.</i>)</p>

Necessary components of a comprehensive intensive reading instruction program will include, but not be limited to:	
Comprehensive research-based instruction for reading	The <i>Academy of READING</i> 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 process of acquiring this knowledge is orderly and follows a logical sequence. This instructional principle of providing explicit instruction in phonemic awareness and phonics, training those skills to a level of fluency and then teaching children how to apply the knowledge is displayed throughout the many design features of the Academy of READING. Systematic and direct instruction is conducted in these core fundamental reading acquisition skills recognized by the National Reading Panel: phonemic awareness, phonics, fluency, comprehension, and vocabulary.
Assessment and performance outcome measures	<p>The Academy of READING employs a variety of assessments to determine appropriate assignment of program curriculum, inform instruction and monitor student achievement.</p> <p>The Cloze Paragraph Assessment is the primary method of determining appropriate student placement into the program’s curriculum and has been in use for over 10 years in the field.</p> <p>The Oral Reading Fluency Benchmark Assessment is a timed cold-reading test periodically given to students 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 by the teacher, he/she can mark total number of words read, total number of errors, total words correct per minute and an overall fluency score.</p>
Data-driven instruction systems	The Academy of READING provides a complete records-management system that 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; 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. Student training results are fully printable, allowing teachers to demonstrate progress to various stakeholders, including principals and parents. What is more, students can be supplied with concrete, quantifiable evidence of their own progress.

	<p>Teachers can monitor progress in real-time and make any necessary adjustments. The program automatically updates teacher records regarding student status on a particular skill. Student information is captured in student, classroom, school-level and district-level reports and is available to educators and administrators.</p>
<p>Research-based and effective Intensive Reading programs</p>	<p>Research has determined that reading is a whole-brain process involving a careful orchestration of several areas at once. In the Academy of READING, the task of reading is broken down into manageable components – letters, letter combinations, syllables progressing to words of different phonetic patterns, sentences and finally paragraphs are learned to ensure that the student has mastered the key component skills required to be an effective reader.</p> <p>As part of our ongoing work with districts and schools across North America, we have engaged in a number of efficacy studies to determine the effectiveness of our solutions with different student groups and implementation environments, such as elementary, middle and high school. Results from those studies are used to create requirements for ongoing product development.</p> <p>Highlights from our elementary and middle school reading effectiveness studies include:</p> <p>Academy of READING: Faust Junior High School, Chambersburg, PA: 8th grade students achieved 2.4 grade level gains. http://www.autoskill.com/pdf/Chambersburg_EfficacyStudy.pdf</p> <p>Academy of READING: Goodwin Elementary, Charleston, SC: Students from grades 3-6 achieved average gains of 1.5 grade levels. http://www.autoskill.com/pdf/GoodwinAoREfficacy.pdf</p> <p>Academy of READING: Sweetwater Elementary School, TN: Students from 3rd grade achieved gains with 4% scoring proficient prior to training and 50% reaching proficiency on the STAR test following training on Academy of READING. http://www.autoskill.com/pdf/Sweetwater_Report.pdf</p>
<p>Professional development in the implementation and use of a comprehensive research-based</p>	<p>To reinforce reading intervention strategies in the classroom, AutoSkill provides teachers with introductory professional development training and ongoing coaching and mentoring sessions to model the use of data from the Academy of READING. Using our implementation planning framework designed to achieve program goals, we will work with school leaders to</p>

<p>reading program.</p>	<p>conduct a needs analysis, set goals, define student groups, key stakeholders, training schedules, and establish the implementation framework for the school year.</p> <p>As part of the implementation kickoff, AutoSkill trainers will visit the schools and work with the teachers to model a live start-up with students who will be using the program. We will mentor the teachers and model the introduction to the program.</p> <p>During the implementation period, our certified educational experts will visit the school to provide on-site consultations. During these visits, the trainer will mentor and coach teachers and coordinators and demonstrate advanced techniques and strategies for achieving success with students using the Academy of READING software. AutoSkill implementation experts will work with teachers and coordinators to develop customized best practices and classroom strategies to improve the success of the overall reading program.</p>
<p>A program may include the use of technology to help achieve these elements.</p>	<p>Academy of READING delivers a powerful browser-based intervention software solution that helps at-risk students achieve rapid, permanent gains in reading.</p> <p>The Academy of READING uses a patented methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills of reading.</p>
<p>Programs may be implemented during the summer, before school, after school or during the school day.</p>	<p>Academy of READING training can occur in the classroom, in a technology lab, after school, before school, or during the summer based on the instructional model and discretion of each school. The program’s browser-based technical delivery makes it possible to access on any workstation in the school or district network at any time.</p> <p>Students work independently on the program at their own paces with a recommended usage of 20-30 minutes, 3-5 days a week. Students will typically demonstrate significant gains after 5-10 hours of time on task in the program.</p>