



READ 180 Next Generation

Aligns to Race to the Top—District

The *Race to the Top—District* (RTT-D) program is designed to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness. RTT-D programs are expected to provide teachers the information, tools, and supports that enable them to meet the needs of each student and substantially accelerate and deepen each student’s learning. These programs must prepare each student to master the content and skills required for college- and career-readiness, provide each student the opportunity to pursue a rigorous course of study, and accelerate and deepen students’ learning through attention to their individual needs. The following chart shows how **READ 180 Next Generation** can support a RTT-D program. The criteria are drawn from the Federal *Race to the Top—District* grant application, posted at:

<http://www2.ed.gov/programs/racetothetop-district/applicant.html>

Required RTT-D Criterion	READ 180 Next Generation
<p>LEARNING—An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:</p>	
<p>WITH THE SUPPORT OF PARENTS AND EDUCATORS, ALL STUDENTS:</p>	
<p>Understand what they are learning is key to their success in accomplishing their goals</p>	<p>READ 180 Next Generation—designed to meet the needs of students whose reading achievement is below the proficient level—provides personalized instruction through adaptive instructional software, high-interest literature, Whole- and Small-Group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The program has been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction.</p> <p><i>READ 180 Next Generation</i> students develop and maintain their motivation to read and write when they access the Student Dashboard to monitor their own progress, track their achievements and collect and comment on the texts they read. Reports help support students in identifying strengths and challenges, as well as setting goals to improve work and have a better understanding of their achievements.</p>
<p>Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements</p>	<p><i>READ 180 Next Generation</i> accelerates students toward independence with rigorous, grade-level text. Because State Standards raise the bar for all students, <i>READ 180 Next Generation</i> includes more rigor, writing, nonfiction, and independent practice with text. The goal of the program is to ensure that struggling readers have an explicit and accelerated path to college and career readiness.</p> <p><u>Reading</u></p> <p><i>READ 180 Next Generation</i> meets students where they are and accelerates them to grade-level text, which is why each stage offers a range of text that can grow with students over time. Students read many different kinds of text in <i>READ 180 Next Generation</i>, each with a distinct instructional purpose. Each of these kinds of text builds in complexity over time.</p>

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<p>Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements <i>Continued</i></p>	<p>Importantly, <i>READ 180 Next Generation</i> attends carefully to all three dimensions of text complexity:</p> <ul style="list-style-type: none"> ▪ Quantitative—Every piece of text in <i>READ 180</i> has a Lexile measure. ▪ Qualitative—All <i>rBook</i> selections and Independent Reading materials have been evaluated using a rubric that includes the critical elements of qualitative text complexity and assigns a rating. ▪ Reader & Task—In the Software and teacher-mediated instruction, Anchor Videos provide students with background knowledge. Students also have choice within the Software and Independent Reading rotations, which helps match readers to task. <p><u>Writing</u></p> <p><i>READ 180 Next Generation</i> includes a new <i>Writing Zone</i>, which focuses exclusively on writing an argument and supporting it with evidence. Developed in response to State Standards, the <i>Writing Zone</i> is designed to help students build fluency, and constantly increase stamina, with this particular form of writing. Students will practice varied writing types in the <i>rBook</i> and in response to Independent Reading texts, but the emphasis throughout is on making an argument and supporting it with evidence. The following are all the writing types in <i>READ 180 Next Generation</i>:</p> <table border="0" style="width: 100%;"> <tr> <td>▪ Argument</td> <td>▪ Informational Summary</td> </tr> <tr> <td>▪ Informational/Expository</td> <td>▪ Personal Narrative</td> </tr> <tr> <td>▪ Narrative</td> <td>▪ Research Paper</td> </tr> <tr> <td>▪ Literary Analysis</td> <td></td> </tr> </table> <p>Each Workshop in the <i>READ 180 Next Generation rBook</i> concludes with a Wrap-Up Project that asks students to synthesize what they have read and apply it to real-world research questions. These provide short, focused research tasks. Once in every stage, students are required to write a research paper to engage in a lengthier writing assignment. Multiple supports for both students and teachers are provided as they engage in this rigorous writing.</p> <p><u>Language</u></p> <p><i>READ 180 Next Generation</i> is organized into nine content-area Workshops. Significant frontloading occurs at the beginning of each Workshop to help students acquire high-leverage academic and domain-specific vocabulary that they will use in the program and their content-area classes. Workshop Anchor Videos help students build mental models of domain-specific vocabulary and concepts to enhance comprehension and retention.</p> <p>In the teacher-led and software-based instruction, students are explicitly instructed on Greek and Latin roots, as well as English morphology. In the <i>Writing Zone</i>, the Software detects and highlights tired words, prompting students to replace them with more precise academic language. Additionally, the <i>rBook Writing Strand</i> includes embedded instruction in grammar, usage, and mechanics, as well as proofreading.</p> <p style="text-align: right;">CONTINUED</p>	▪ Argument	▪ Informational Summary	▪ Informational/Expository	▪ Personal Narrative	▪ Narrative	▪ Research Paper	▪ Literary Analysis	
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<p>Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements <i>Continued</i></p>	<p><u>Speaking & Listening</u> All readings in <i>READ 180 Next Generation</i> are designed to serve as a springboard for academic discussion and are supported by discussion guides that include prompts to generate rich discussion. Consistent routines ensure that all learners are active participants in classroom, small-group, and one-to-one discussions. Text-based questions are designed to elicit evidence-based arguments. In Whole- and Small-Group instruction, the following routines form a consistent framework for discussion—<i>React and Write</i>, <i>Think-(Write)-Pair-Share</i>, <i>Idea Wave</i>, and <i>Sentence Frames</i>.</p>
<p>Are able to be involved in deep learning experiences in areas of academic interest</p>	<p><i>READ 180 Next Generation</i> Paperbacks, Audiobooks, and the <i>rBook</i> are designed to capture the interest of adolescent readers. All texts are matched to the students’ reading levels, providing struggling readers the opportunity to experience success and enjoyment of reading. In addition, the reading selections and activities focus on high-interest topics that are meaningful and relevant to adolescent readers. Students are motivated by the opportunity to make their own choices of books, Software topics, and <i>eReads</i>. Further, the three <i>READ 180 Next Generation</i> stages—A=Elementary, B-Middle School, and C=High School—provide topics and content specifically geared toward the interests of students at different grade levels.</p>
<p>Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning</p>	<p>The content in all <i>READ 180 Next Generation</i> components reflects diverse perspectives, allowing students to both reflect on their own experiences and explore new concepts and points of view. In the Software, Paperbacks, Audiobooks, and <i>eReads</i>, students can choose among topics that engage them and reflect their interests, such as careers, music, heroes, relationships, health, and family. For example, the <i>Your World and Beyond</i> strand in the Software focuses on stories of young people in the United States and abroad who are addressing global challenges. Through this engaging, diverse content, <i>READ 180 Next Generation</i> readings help students develop the strong base of world knowledge and interdisciplinary literacy skills that they need in order to better comprehend texts across the curricula.</p>
<p>Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving</p>	<p>The Student Dashboard in <i>READ 180 Next Generation</i> supports students in building executive function and taking ownership over their own learning. <i>My Dashboard</i> provides actionable data throughout the year about what students know and can do. Tools for self-directed goal setting and planning allow students to track their progress in each Topic Software Zone. The dynamic <i>News Feed</i> publishes student progress and data, such as personal bests and accomplishments like completed quizzes, “streaks” of correct answers on Topic Software <i>Quick Check</i> Questions, and Lexile gains. Reports on key elements of student performance support students’ abilities to identify strengths and challenges, to plan for improving the quality of their work, and to understand what they have achieved. Additionally, students can monitor their time on the Software, providing them practice with planning and time management skills. This access to information about their progress and achievements not only motivates students, but also builds their awareness of who they are as learners, and guides them in setting and working toward academic goals.</p> <p style="text-align: right;">CONTINUED</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving <i>Continued</i></p>	<p>Throughout <i>READ 180 Next Generation</i>, students are provided with opportunities to take initiative in learning, along with support in the skills necessary to be successful. For example, students can choose to access <i>eReads</i> that extend what they are learning in the Topic Software. These <i>eReads</i> allow students to deepen their knowledge and challenge themselves with more rigorous content, with the aid of built-in support for comprehension and critical thinking. Wrap-Up projects at the end of every workshop guide students in reflecting on and synthesizing their learning. Each Wrap-Up project is carefully scaffolded to help students acquire the planning and organizational skills they need to carry out the project and clearly demonstrate their learning.</p>
<p>WITH THE SUPPORT OF PARENTS AND EDUCATORS, THERE IS A STRATEGY TO ENSURE THAT EACH STUDENT HAS ACCESS TO:</p>	
<p>A personalized sequence of instructional content and skill development designed to enable the student to achieve his/her individual learning goals and ensure he/she can graduate on time and college- and career-ready</p>	<p>The <i>READ 180 Next Generation</i> instructional software provides a personalized path of instruction; it collects data based on individual responses and adjusts instruction to meet each student's needs. The Software is organized and anchored by exciting nonfiction topics. Students' learning experiences are unique as they are systematically guided through five learning Zones, engaging in differentiated skill instruction and practice in each Zone. These Learning Zones include:</p> <ul style="list-style-type: none"> ▪ <u>The Reading Zone</u>—In the <i>Reading Zone</i>, phonics, fluency, vocabulary, and comprehension are the skills developed and practiced. Motivating videos help students to build background knowledge and mental models. Students engage in multiple readings of leveled text, make audio recordings, and learn academic and content-area vocabulary. After reading the text, students answer multiple-choice vocabulary and comprehension questions and receive immediate, corrective feedback. ▪ <u>The Word Zone</u>—In the <i>Word Zone</i>, students receive systematic instruction in decoding and word recognition as they build automaticity. More than 8,000 words are defined, analyzed, and contextualized for assessment and study. Students listen to personal recordings, study or review words, and match the recordings to written words. Next, students compare their recordings with a model pronunciation and assess their word accuracy. ▪ <u>The Spelling Zone</u>—In the <i>Spelling Zone</i>, students practice spelling and common patterns while receiving immediate corrective feedback. Students are also given the opportunity to proofread sentences with misspellings, choose correct spellings from a list, and receive immediate feedback about their answers. ▪ <u>The Writing Zone</u>—In the <i>Writing Zone</i>, students regularly complete <i>Respond & Write</i> activities in which they respond to prompts and write using scaffolds. <i>Writing Zone</i> activities use a gradual release approach; a thesaurus function helps students use academic language by suggesting alternative choices for “tired” words. Students have the opportunity to record and publish. <p style="text-align: right;">CONTINUED</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>A personalized sequence of instructional content and skill development <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ <u>The Success Zone</u>—Students reach the <i>Success Zone</i> after they have achieved all the requirements of the other zones and have demonstrated mastery of all words in the passage. Comprehension is the main focus, in this zone, as students read discrepancy passages, and select the most accurate summary of the original text. They also work with cloze passages. Success is achieved when students demonstrate fluency in a final recording.
<p>A variety of high-quality instructional approaches and environments</p>	<p>The <i>READ 180 Next Generation</i> classroom is designed to maximize student engagement with technology, text, the teacher, and other students. Teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between the Whole-Group lessons, students are divided into three groups to rotate among three areas in the classroom—Small-Group instruction, independent reading, and individual practice on the Software.</p> <p>During Whole-Group Instruction, teachers launch daily lessons using the whiteboard-ready <i>READ 180</i> Interactive Teaching System (ITS). During Small-Group Differentiated Instruction, teachers can drill down, focus on reading strategies, and form relationships with students. At the Technology Station, students work independently in the <i>READ 180 Next Generation</i> Instructional Software. At the Independent Reading Station, students read Paperback books, Audiobooks, and <i>eReads</i>.</p> <p>This instructional model supports the acceleration of struggling readers toward grade-level proficiency through a proven balance of direct instruction, Small-Group differentiation, and individual practice. Studies have shown that when schools implement and follow the standard 90-minute instructional model, or a comparable flexible model, students achieve significant gains in reading proficiency after one or two years of program participation.</p>
<p>High-quality content, including digital learning content aligned with college- and career-ready standards or college- and career-ready graduation requirements</p>	<p><i>READ 180 Next Generation</i> helps students develop the comprehension, writing, and critical thinking skills necessary to be proficient producers and consumers of information in a knowledge-based society. The program’s wide range of multi-leveled content-area texts and increasing levels of text complexity ensure that all students build the domain knowledge and comprehension skills needed to access advanced texts in college and the workplace.</p> <p><u>Reading Comprehension & Higher Order Thinking Skills</u></p> <p><i>READ 180 Next Generation</i> provides explicit, systematic instruction in well-known comprehension skills and strategies necessary for understanding text, such as main idea, sequence, and problem and solution, while also supporting the development of higher-order thinking skills. For each Software topic, students can access web-based <i>eReads</i> that extend the topic with more rigorous, nonfiction content. As students read the <i>eRead</i> articles, read aloud support and pop-up reading strategies guide them through higher-order thinking strategies.</p> <p style="text-align: right;">CONTINUED</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>High-quality content, including digital learning content aligned with college- an career ready standards or college- and career-ready graduation requirements <i>Continued</i></p>	<p>During <i>rBook</i> instruction, students analyze multi-media texts and read about potential careers; at the end of each Workshop, they engage in a Wrap-Up Project in which they actively apply higher-order thinking and 21st Century skills such as analyzing information, using technology for communication, and building an effective team.</p> <p><u>Content-Area Reading with Informational Texts</u></p> <p><i>READ 180 Next Generation</i> offers multiple text types that build students’ world knowledge and prepare them to comprehend across the content areas. Because domain knowledge is critical to reading comprehension, the program includes informational texts related to social studies, science, social sciences, and contemporary social issues. In fact, 77% of readings across the <i>rBook</i>, <i>eReads</i>, Software, and Paperbacks are nonfiction.</p> <p><u>Levels of Text Complexity</u></p> <p>Each <i>rBook</i> Workshop creates a “staircase” of increasing text complexity—a diverse array of classic and contemporary literature, as well as challenging informational texts in a range of subjects. Each Workshop supports students in accessing complex texts through a narrow reading approach, in which students read a series of increasingly challenging texts with overlapping topics and recurring academic vocabulary. Each new text builds on the previous media and texts, providing students with the background knowledge, vocabulary, and confidence needed to access complex texts.</p> <p><u>Writing in the Service of Reading</u></p> <p>Throughout <i>READ 180 Next Generation</i>, instruction emphasizes writing with a purpose and writing that develops content knowledge and reading skills. In the <i>rBook</i>, students write brief pieces to develop writing competence and confidence. They begin writing single paragraphs and move to longer essays, following the steps of the writing process—organizing ideas using graphic organizers; planning writing; composing a draft; and revising for clarity, conventions, and grammar. Students have multiple opportunities to write argument, informational, and narrative pieces.</p> <p><u>Oral Language Development</u></p> <p>Recognizing that struggling readers need highly structured and teacher-mediated opportunities for academic discussion, <i>READ 180 Next Generation</i> instruction builds structured conversation into every lesson. These scaffolded speaking and listening tasks provide students with frames to help structure their responses and ensure that they use the target vocabulary and grammatical structure. Through these daily discussions, students develop facility with academic and conversational English, practice expressing their own ideas, and responding to those of others, and build the communication skills necessary for effective collaboration.</p> <p style="text-align: right;">CONTINUED</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>High-quality content, including digital learning content aligned with college- and career-ready standards or college- and career-ready graduation requirements <i>Continued</i></p>	<p><u>Academic Vocabulary</u></p> <p>In the <i>rBook</i>, high-utility academic vocabulary is taught through a research-based instructional routine, promoting understanding of words that students will encounter in all subject areas. In the Software, students are introduced to context-relevant vocabulary words before each passage. Students then complete three reading practice activities using these words. As they practice, students receive definitions, context sentences, and decoding tips for each word. The <i>Writing Zone</i> includes a thesaurus feature that helps students use more varied and sophisticated vocabulary in their writing.</p> <p><u>Morphology & Grammar</u></p> <p>Grammatical conventions are taught in the context of real writing to help students grasp grammatical concepts more quickly. The <i>React & Write</i> and the <i>Summarize</i> tasks in the <i>rBook</i> and the <i>Respond & Write</i> activity in the Software require students to use appropriate syntax, grammar, and vocabulary. Students are explicitly instructed in Greek and Latin roots, as well as English morphology, throughout the <i>rBook</i> Workshops and the Software. In word study lessons, students learn word parts from Greek and Latin that are the basis for English words. Students also learn to recognize and apply affixes, verb and noun endings, inflectional endings, contractions, and possessives to words to alter meaning.</p>
<p>Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements</p>	<p><i>READ 180 Next Generation</i> includes a comprehensive suite of high quality assessment tools and reports to monitor student performance. A variety of assessment instruments identify students’ most urgent needs, enabling the program and teachers to adjust instruction accordingly.</p> <ul style="list-style-type: none"> ▪ <i>Scholastic Reading Inventory</i> (SRI) determines students’ reading levels and places them in the appropriate level in the program. SRI also helps teachers match reader to text and task, as well as monitor progress. ▪ The <i>READ 180 Next Generation</i> Topic Software assesses student performance and fluency in reading, vocabulary, and spelling. It identifies strengths and weaknesses to support grouping and differentiated instruction. ▪ <i>rSkills</i> Tests monitor students’ understanding of key, standards-aligned skills covered during Whole- and Small-Group Instruction, as well as Higher Order Thinking and Critical Reading skills. ▪ <i>rSkills</i> Summative Tests, at mid- and end-of-year, assess listening and reading comprehension, critical reading, word-study skills, conventions, and writing. ▪ <i>rBook Writing</i> scaffolds students from single-paragraph to multi-paragraph essays in key writing types—narrative, information, and argument. <p style="text-align: right;">CONTINUED</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ Performance-Based Assessment occurs at the end of an <i>rBook</i> Workshop as students are guided through an “internship on a page” in which they are instructed in and assessed on college and career skills and strategies. <p>The Teacher and Leadership Dashboards provide easy access to data from these ongoing assessments, allowing teachers and administrators to efficiently monitor student progress in real time, quickly identify problems, and inform decision-making about instruction. The SAM Student Digital Portfolio compiles student work and includes rubrics for teachers to score fluency recordings, writing prompts, and open-response items from the <i>rSkills</i> Tests and <i>Writing Zone</i>.</p> <p>The <i>Scholastic Achievement Manager</i> (SAM) captures performance data each time students use the <i>READ 180 Next Generation</i> software. SAM aggregates the performance data into reports for individual students, groups, or an entire class. The reports allow teachers to monitor students’ progress, target instruction, and share results with administrators or families. The SAM system provides powerful reports that educators can use to fine-tune instruction and improve student performance. These filters allow sorting by ethnicity, Free-Reduced lunch status, English-Language Learners, and Special Education student populations.</p>
<p>Personalized learning recommendations based on the student’s current knowledge and skills, college- and career-ready standards/graduation requirements and available content, instructional approaches and supports</p>	<p>The <i>READ 180 Next Generation</i> innovative technology harnesses learning theory and pedagogical principles to deliver individualized and personalized instruction tailored to each student’s needs and interests. The adaptive technology customizes and scaffolds individual skill practice and application in word recognition, vocabulary, spelling, comprehension, and fluency.</p> <p>Based on fundamental principles of working and long-term memory, the FASTT—Fluency and Automaticity through Systematic Teaching with Technology—algorithm in the <i>READ 180 Next Generation</i> Software works to enhance the learning, storage, and retrieval of new material. The adaptive pacing of skills practice in the FASTT model efficiently helps students achieve automaticity. In addition, embedded assessments throughout the software continuously assess and place students according to their level of mastery of learned and new information, and customize corrective feedback to students’ specific errors.</p> <p>The power of the <i>READ 180</i> technology is that it enables the program to assess student knowledge and skills, respond to individual student differences, differentiate and scaffold instruction, provide corrective feedback, monitor student progress, and offer teachers data to guide students to become proficient readers and learners.</p>

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<p>Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards/graduation requirements</p>	<p>Through adaptive technology, individualized instruction, and high interest materials, <i>READ 180 Next Generation</i> provides the direct, systematic, and personalized instruction necessary to effectively support struggling readers, including low-achieving students and those at risk of not meeting State academic achievement standards. The program also offers motivational support that improves student confidence and attitudes toward reading and school.</p> <p><u>English Language Learners</u></p> <p><i>READ 180 Next Generation</i> was designed with the recognition that focusing on the needs of English Language Learners highlights important elements of reading instruction, such as building background knowledge and developing academic vocabulary. Specific features are included in the program to support these learners.</p> <ul style="list-style-type: none"> ▪ Anchor videos build background knowledge and develop mental models. ▪ Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment. ▪ Oral language development and academic language strategies are integrated into the teaching materials and engage students with accountable response tasks. ▪ The <i>rBook</i> and the Topic Software scaffold academic writing, grammar, and conventions. ▪ Multicultural content makes the program relevant to students from diverse backgrounds. ▪ Audiobooks, <i>eReads</i>, and Topic Software allow students to read along with examples of modeled fluent reading. <p><u>Students in Special Education</u></p> <p><i>READ 180 Next Generation</i> instructional materials are designed with the principles of Universal Design for Learning to facilitate access to the curriculum for all students. The program includes the following:</p> <ul style="list-style-type: none"> ▪ Age-appropriate adaptive software with immediate corrective feedback and small-group differentiated instruction to allow students to move at their own pace and receive individualized instruction ▪ Multimodal curriculum to ensure that all students see it, say it, hear it, read it, and write it ▪ High-interest materials to keep students motivated and engaged ▪ Universal design features and 508 compliance to enable students with certain physical disabilities to access the instructional content, including captioning of Anchor videos, an alternate color scheme, and a button rollover feature that provides a text label, as well as an audio prompt for the software buttons

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<p>TEACHING AND LEADING—An approach to teaching and leading that helps educators improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students such that:</p>	
<p>ALL PARTICIPATING EDUCATORS ENGAGE IN TRAINING AND PROFESSIONAL TEAMS OR COMMUNITIES, THAT SUPPORTS THEIR INDIVIDUAL AND COLLECTIVE CAPACITY TO:</p>	
<p>Support the effective implementation of personalized learning environments and strategies that meet each student’s academic needs and help ensure that all students can graduate on time and college- and career-ready</p>	<p>Scholastic provides the following <i>READ 180 Next Generation</i> professional learning:</p> <p><u><i>READ 180 Next Generation Part I Training</i></u></p> <p>In this full day of on-site training teachers learn how to effectively use the program in their classrooms, including experiencing and implementing the <i>READ 180</i> Instructional Model, navigating the software, managing learning with the <i>Scholastic Achievement Manager (SAM)</i>, teaching effectively with the Teacher Dashboard, and organizing the classroom and managing the program during the first three weeks.</p> <p><u><i>READ 180 Next Generation Part II Training</i></u></p> <p>This training allows teachers to deepen their teaching of the program, including structuring engagement with routines, pacing an <i>rBook</i> Workshop, teaching a workshop with the Dashboard, evaluating the SAM Student Digital Portfolio, utilizing SAM reports to monitor and plan instruction, understanding Data Snapshots, and monitoring student progress with the Dashboard.</p> <p><u><i>READ 180 Next Generation Interactive Webinar</i></u></p> <p>This Webinar helps <i>READ 180 Next Generation</i> teachers expand their expertise, including: planning instruction with the Teacher Dashboard and the Interactive Teaching System (ITS), assessing fluency and writing in the SAM Student Digital Portfolio, and using data to target instruction at differentiation Checkpoints.</p> <p><u><i>READ 180 Next Generation Leadership Training</i></u></p> <p>In this half-day training district leaders, coaches, and principals learn to successfully implement <i>READ 180 Next Generation</i>, including: understanding the research-base behind <i>READ 180</i>, identifying program features that accelerate reading achievement and increase college and career readiness, monitoring implementation fidelity with the Leadership Dashboard, and analyzing report data to support accountability and work toward AYP targets.</p>
<p>Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, interests, and optimal learning approaches</p>	<p><i>READ 180 Next Generation</i> provides multiple supports to assist teachers in planning instruction and maintaining high-quality implementation. The Teacher Dashboard provides support for monitoring learning and differentiating instruction. Through the Teacher Dashboard, teachers are able to:</p> <ul style="list-style-type: none"> ▪ Analyze data and results to inform instruction, using Data Snapshots ▪ Plan effective instruction ▪ Use the Reports Scheduler to run reports that provide information about student performance <p style="text-align: right;">CONTINUED</p>

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<p>Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, interests, and optimal learning approaches <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ Access Data-Driven CheckPoints that provide guidance on reviewing and reteaching skills based on software and <i>rSkills</i> report data ▪ Use the <i>Groupinator™</i> to group students for personalized and differentiated instruction ▪ Access rubrics and grade student performance on <i>rSkills</i>, the <i>Writing Zone</i>, and the <i>Success Zone</i> through the SAM Student Digital Portfolio ▪ Access dynamic, daily Professional Development ▪ Participate in a community of educators and access all resources using a single sign-on through the Web
<p>Frequently measure student progress toward meeting college- and career-ready standards/graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators</p>	<p>Other features of the <i>READ 180 Next Generation</i> technology help teachers collect and manage data, providing them more time to focus on teaching. For example, the adaptive <i>Scholastic Reading Inventory (SRI)</i> assessment screens students and provides a Lexile level that teachers can use to efficiently match students with texts. The <i>READ 180 Next Generation</i> Software complements teacher-led instruction with activities that customize and scaffold individual skill practice. The software also continually collects data about student performance and provides continuous corrective feedback to the student, freeing the teacher to focus on targeted direct instruction for the whole class and small groups.</p> <p>Like the Teacher Dashboard, the Leadership Dashboard allows administrators to easily access data about student progress and program implementation. Leaders are able to view information about software usage at the district or school level, as well as track each class’s progress on SRI, <i>rSkills</i> tests, and <i>Scholastic Reading Counts!</i> quizzes. In addition, the Leadership Dashboard provides administrators access to professional development and technical and peer support around best practices for achieving implementation success. These tools and resources enhance leaders’ ability to monitor fidelity of implementation and to identify and correct problems as they occur.</p>
<p>ALL PARTICIPATING EDUCATORS HAVE ACCESS TO, AND KNOW HOW TO USE TOOLS, DATA, AND RESOURCES TO ACCELERATE STUDENT PROGRESS TOWARD MEETING COLLEGE- AND CAREER-READY GRADUATION REQUIREMENTS. THOSE RESOURCES MUST INCLUDE:</p>	
<p>Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests</p>	<p><i>Scholastic Achievement Partners</i> can help teachers develop and enhance their expertise through research-based, classroom-tested teaching practices. Implementation training provides program background and research, the “what” and the “how” of using the program, and explicit tools and strategies that get teachers started using the software and management system. In-Classroom Support provides teachers with individualized feedback and support, classroom management guidance, and modeled strategies to effectively implement data-driven differentiated instruction.</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements</p>	<p>The <i>Scholastic Achievement Partners Nextpert</i> is an extensive suite of online tools and resources designed to support changing instruction in preparation for Next Generation Assessments (NGAs). It provides tools and resources that support teachers in adapting to the instructional changes driven by new teacher evaluations, college- and career-ready standards, and NGAs, including:</p> <ul style="list-style-type: none"> ▪ Lesson and Assessment Builders that guide teachers through creating instruction that supports the Common Core while also increasing their capacity to create them independently ▪ A trusted library of carefully selected lessons and assessment items that teachers can customize and personalize for their specific needs ▪ Powerful tools that not only help increase the quality of lessons and assessments, but show also teachers why the changes are important ▪ A collaborative environment in which teachers can participate and engage with one another in designing lessons and assessments and examining student work <p><i>Nextpert</i> also uses instructional design customized for teachers. Courses combine the unique capabilities of online learning for individualized and self-paced instruction with the collaboration and support necessary to help teachers raise student achievement. The easy-to-use online learning system gives teachers 24-hour, anytime anywhere access to resources and training to help them teach reading. <i>Scholastic Achievement Partners</i> consultants train district specialists, coaches, staff developers, and/or master teachers to be course facilitators. Facilitators receive training in how to conduct model lessons, classroom demonstrations, and in-person teacher cadres, which complement online instruction and provide teachers with opportunities to reflect on their learning and collaborate with peers about improvements in classroom practice.</p> <p><i>Scholastic Achievement Partners</i> also offers a variety of professional development opportunities to help schools strengthen instructional practices and implement the <i>Daggett System for Effective Instruction</i>, including the following:</p> <ul style="list-style-type: none"> ▪ The Learner and Learning Environment ▪ Literacy Across the Curriculum ▪ Math Instructional Effectiveness ▪ Teaching Strategies Aligned to the Common Core State Standards ▪ Data and Differentiation ▪ Instructional Strategies for Rigor and Relevance <p>Additional <i>Scholastic Achievement Partners</i> professional development resources ensure ongoing support for teachers as they adopt new teaching practices. Delivered by instructional experts with content-specific expertise, face-to-face courses are targeted to the critical needs identified in the upfront needs assessment.</p> <p style="text-align: right;">CONTINUED</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements <i>Continued</i></p>	<p><i>Scholastic Achievement Partners</i> believes that teacher development should be sustained, intensive, and classroom-focused in order to have a positive, lasting impact on instruction and performance. <i>Scholastic Achievement Partners</i> professional development services provide a powerful sequence that consists of a blend of in-person face-to-face, online, and job-embedded teacher development and instructional support. The hallmark of <i>Scholastic Achievement Partners</i> professional development is its commitment to the <i>Blended Professional Learning System</i>. Through a collaborative process, <i>Scholastic Achievement Partners</i> coaches — all of whom are experienced, credentialed education leaders — work directly with participants using a combination of onsite meetings and training, monthly webinars, and professional development resources. Such a blended model of delivery is always built around the school or district, aligned with state standards, and connected to in-classroom practice.</p> <p>Face-to-face courses guide teachers in empowering students to achieve excellence. The highly interactive full-day sessions help district/school leadership develop instructional vision, build instructional leadership skills, and develop competencies to successfully monitor progress of academic improvement initiatives. Likewise, full-day sessions help teachers develop and enhance their expertise through research-based, classroom-tested teaching practices, enabling every teacher to transform instruction.</p> <p>Job-embedded instructional coaching powerfully complements courses as a coach works shoulder-to-shoulder with teachers to make instructional transformation a reality. Each session helps identify priorities, set instructional goals, provide observation and feedback, facilitate data analysis, and develop and grow teaching and leadership skills. This comprehensive and customizable instructional coaching model to assist teachers in transforming instruction uses the <i>Rigor/Relevance Framework</i>® to plan curriculum, deliver instruction, and monitor progress. Teachers learn differentiation approaches and understand how to extend rigor and adjust instruction based on assessment. The model is built on the following cornerstones:</p> <ul style="list-style-type: none"> ▪ Focus on Student Achievement: The coach works closely with the leadership team to ensure commitment at all levels to this goal. ▪ Trusting Relationships: The instructional coach builds trust and supports professional growth by providing positive reinforcement, opening lines of communication, and creating a caring relationship with teachers. ▪ Professional Learning Communities (PLCs): Educators collaborate around the shared goal of increasing student achievement. The reflective dialogue also helps the coach identify areas that might require additional support.

Required RTT-D Criterion	READ 180 Next Generation
<p>Processes and tools to match student needs with specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs</p>	<p>As students progress through the <i>READ 180 Next Generation</i> software, SAM captures and organizes the results of their work in easy-to-access reports. The Best Practices Reports represent the most foundational reports that teachers use regularly for progress monitoring and instructional decision-making across the technology components.</p> <p><u>Best Practice Class/Group Reports</u></p> <ul style="list-style-type: none"> ▪ SRI Intervention Grouping Report—Groups students based on SRI performance standards ▪ <i>READ 180</i> Comprehension Skills Grouping Report—Places students into three groups based on comprehension results from the Topic Software ▪ <i>rSkills</i> Tests Grouping Report—Shows <i>rSkills</i> Test results for all students in a class or group, summarized by assessment strand ▪ <i>READ 180</i> Reading Progress Report—Provides an overview of student participation and performance in the Topic Software <p><u>Best Practice Student Reports</u></p> <ul style="list-style-type: none"> ▪ SRI Student Action Report—Shows a student’s SRI test history, appropriate Lexile ranges for different purposes, and teaching recommendations to help the student meet grade-level reading expectations ▪ <i>READ 180</i> Student Diagnostic Report—Details a student’s skills performance in each of the Software Learning Zones ▪ <i>READ 180</i> Student Reading Report—Tracks a student’s annual progress in the Topic Software ▪ <i>rSkills</i> Tests Student Progress Report—Shows <i>rSkills</i> Tests scores on all tests an individual student has taken, broken down by skill areas.
<p>Information, from such sources as the district’s teacher evaluation system that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school-culture and climate, for the purpose of continuous school improvement</p>	<p><i>Scholastic Achievement Partners</i> offers a comprehensive needs assessment for schools and districts seeking to gain a holistic picture of their specific strengths and challenges. Using a combination of proprietary culture surveys, classroom observation tools, interviews with key stakeholders, and rigorous data analysis, <i>Scholastic Achievement Partners</i> provides a comprehensive portrait of each site’s performance relative to the attributes demonstrated by the nation’s top-performing and most rapidly improving schools. This thorough process not only discerns instructional gaps, but defines a path to accomplish improvement.</p> <p>Using the data from the comprehensive needs assessment, <i>Scholastic Achievement Partners</i> consultants work with schools and districts to build a customized strategic plan that will guide school improvement efforts grounded in data. The plan targets specific areas of need for each site, and includes plans for ongoing monitoring of implementation and results.</p>

Required RTT-D Criterion	READ 180 Next Generation
<p>Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps</p>	<p>Scholastic offers a full range of service solutions for helping school and district leaders raise achievement for all students.</p> <ul style="list-style-type: none"> ▪ In-classroom Support provides teachers with individualized feedback and support, classroom management guidance, and modeled strategies to effectively implement data-driven differentiated instruction. ▪ In-Person Seminars examine new strategies that teachers can use immediately in their classrooms to deepen their knowledge of Scholastic programs, instruction, and assessment. ▪ Project Management Services make it easy for districts to manage and coordinate large-scale literacy improvement initiatives. ▪ Technical Services, including installation and hosting, help school or district staff integrate Scholastic software into existing technology infrastructure. ▪ Data Services include data collection, analysis, and reporting that enable leaders to monitor and assess progress at district and school levels.
<p>A high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects and specialty areas</p>	<p>The <i>Scholastic Achievement Partners Daggett System for Effective Instruction</i> is a cohesive approach for making instructional excellence the norm in every classroom and equipping both leaders and teachers with the skills to accomplish this goal. Consultants use the needs assessment to build a customized plan that drives the <i>Daggett System for Effective Instruction</i>. This system provides a way to transform traditional systems, approaches, and schools into efficient and effective models that more fully prepare students — especially students most at risk — to succeed. Because teachers are the most powerful influence on instruction, the entire system is focused on making teachers more effective and learning time optimal.</p> <p>The <i>Scholastic Achievement Partners Learning Criteria for 21st Century Learners™</i> Rubric examines four dimensions critical to school-wide academic success:</p> <ol style="list-style-type: none"> 1. Foundation Learning 2. Stretch Learning 3. Learner Engagement 4. Personal Skill Development <p>In addition, surveys can be administered to teachers and students to provide insight into their perceptions of school culture, academic rigor and relevance, and leadership.</p>