iRead

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 *iRead* 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	*iRead*
LEARNING—An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:	
WITH THE SUPPORT OF PARENTS AND EDUCATORS, ALL STUDENTS:	
Understand what they are learning is key to their success in accomplishing their goals	*iRead* is a fully digital, foundational reading solution designed to close the achievement gap before it begins and place all K-2 students on a predictable path to college and career readiness. The promise of *iRead* is to ensure that all children leave second grade with the foundational skills upon which reading proficiency can be built—Alphabet Knowledge, Phonological Awareness, Decoding, Sight Word Recognition, Morphology, and Academic Language. *iRead* includes features that encourage students to put forth positive effort and track their own success at meeting expectations. The *iRead* digital archive for students, *My Backpack*, enables young learners to create a personal collection of sounds, words, texts and rewards. As a record of individual progress and rewards, it provides students with tangible evidence of their growth and perseverance as readers. By charting progress in this way, students are taking early and important steps in developing their own agency as learners.
Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements	*iRead* builds the foundation for success for all K-2 students by providing them with systematic, explicit instruction in foundational reading. Beginning with alphabet knowledge and phonological awareness, and working towards increasingly complex skills in decoding and spelling, *iRead* places all children on a predictable path to college and career. The *iRead* scope and sequence offers a carefully scaffolded and systematic instructional approach to early literacy (Grades K-2), built on technology that affords differentiated and adaptive instruction to meet the individual needs of children at all readiness levels. <u>Reading</u> The instructional sequence moves students seamlessly from introduction of the letter names and then letter sounds, to instruction on basic blending and segmenting of phonemes, through introduction and practice with the highest utility of spellings of the 44 sounds of English. CONTINUED

Required RTT-D Criterion	*iRead*
Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements *Continued*	*iRead* introduces the letter names and sounds, and then quickly moves to application of the sounds to phonological awareness instruction. The program teaches spellings of sounds of English with a focus on sounding out words, paying attention to every letter, and connecting words to meaning. Because words are better understood in relation with other similar words, the *iRead Sight Words* strand presents high-utility, high-frequency, non-decodable sight words in select groups (e.g., prepositions, verbs, pronouns, etc.), thus aiding young learners in recognizing and making connections among these words. Finally, *iRead* provides explicit instruction in syllable identification and segmentation; at the alphabetic phase, instruction begins to guide students towards reading chunk-by-chunk as opposed to sound-by-sound. Writing *iRead* models and reinforces the syntax of written English, through activities that begin with simple sentences and that progressively involve longer and more syntactically complex sentences. Students have opportunities to strengthen and apply their skills in daily *iRead* tasks that build from letter formation to spelling activities to writing tasks centered on *Success eBooks*. Language *iRead* instruction focuses on building student understanding of the meaning and function of word parts, including inflectional endings, prefixes, and suffixes. Students are afforded opportunities to apply, integrate, and extend their learning of meaningful word parts in the context of reading texts with controlled vocabulary. Morphological awareness is carefully built into the entire *iRead* sequence to facilitate early success in reading connected text. At the partial alphabetic phases (*iRead* Level A), children learn that the ending *–s* can mean more than one of something. By the time they have progressed to consolidated reading levels (*iRead* Level C), students are able to identify, manipulate, and understand the meaning of high-utility affixes such as *–re, -pre, -ful, -less,* and *–able.* Speaking & Listening *iRead* offers a multisensory approach to foundational literacy skills instruction through interactive Software activities that encompass sight, hearing, and touch; audiobooks; and teacher-led speaking & listening activities. On the Software, children are prompted to generate a letter name or letter sounds orally after hearing or seeing a model. At the partial alphabetic and alphabetic phases, students listen to an *eBook* read aloud, with the option to vary the speed of the reading. On the second reading, students can choose to read the book aloud themselves or have it read to them. They can also record themselves reading the book aloud.
Are able to be involved in deep learning experiences in areas of academic interest	To encourage positive attitudes toward reading, and enhance students' metacognitive abilities, the *iRead* lively characters, personalized pacing, and interactive exercises keep young minds engaged and on task. Each child selects an on-screen reading buddy, who serves as a personal avatar throughout *iRead* activities. CONTINUED

Required RTT-D Criterion	*iRead*
Are able to be involved in deep learning experiences in areas of academic interest *Continued*	Animated reading buddy characters model enthusiasm, persistence, curiosity, and a love of reading. Online instruction takes place in an inherently playful, curious, imaginative place that children want to come back to each and every day to learn and play. The program builds on the class's real-world knowledge to enable students to easily navigate the virtual world.
Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning	After each series of software lessons, students read a high-interest *Success eBook* that employs controlled vocabulary to carefully scaffold the reading experience and reinforce specific phonemic/phonics skills young readers have just developed. *eBooks* provide increasingly complex text, along with correct pronunciation of every word and friendly definitional support for high-utility vocabulary words. Designed to be relevant to children of diverse backgrounds and interests, *eBook* themes include life and physical science, earth and space science, health, music, poetry, sayings and phrases, history, geography, and world cultures. Engaging photos and illustrations deepen children's interaction with the text. Students also have access to a library of downloadable books, appropriately leveled on the basis of individual performance data. Students are able to collect and track the books they have read in their *iRead* backpack collections. In the *iRead* Family Portal, parents are provided reading lists of high-interest literacy and informative trade books, from which children can choose, based on their own interests. They can also download decodable books that are just right for their child's level.
Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving	The *My Backpack* Home Page helps children see visual evidence of their learning, monitor their progress, and experience rewards for accomplishments and perseverance. As children move through the Software, they collect and count uppercase and lowercase letters, sounds, words, and books in their backpacks. In addition, *iRead* issues a variety of badges to celebrate students' achievements throughout their *iRead* experience. Badges are awarded for major milestone achievements (e.g., learning the primary sounds of the alphabet) and for smaller achievements along the way, including academic accomplishments (e.g., reading 100 words) and demonstrations of persistence (e.g., a Nerves of Steel badge for completing a second cycle on a topic that was challenging the first time). *iRead* is designed to award each child 30–40 badges per level. Students also have periodic opportunities to earn new accessories and features for their *iRead* Reading Buddy.

Required RTT-D Criterion	*iRead*
WITH THE SUPPORT OF PARENTS AND EDUCATORS, THERE IS A STRATEGY TO ENSURE THAT EACH STUDENT HAS ACCESS TO:	
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	The *iRead* student software provides explicit, systematic instruction and individualized, ongoing practice in the foundational literacy skills of phonological awareness, alphabet knowledge, phonics, decoding, word recognition, morphology and syntax, fluency, and spelling. The systematic instruction delivered by the software targets the areas of the foundational skills that students are struggling with and provides individualized practice in these areas until students attain mastery of each skill. Students are given the opportunity to put the skills to use to create meaning as they read and comprehend literary and informational texts. Each topic covers an essential skill, providing multiple opportunities to practice and master foundational reading. The FASTT—Fluency and Systematic Teaching with Technology—Algorithm creates a personalized learning path through the following five instructional strands: ▪ The *Alphabet Strand* delivers instruction in alphabet knowledge, including letter recognition and letter-sound correspondence. Children also build phonological awareness by counting, pronouncing, segmenting, and blending syllables in spoken words. ▪ In the *Code Strand*, direct instruction and intensive, adaptive practice move children from letter-sound correspondence through agile and fluent word recognition, focusing on the highest-utility spellings of the 44 sounds of English. Children read and comprehend connected text of gradually increasing complexity, applying the skills learned in the Software to short reading passages. ▪ In the *Sight Words Strand*, children master high-function and high-frequency words with irregular spellings. The Software systematically introduces and then provides ongoing practice with irregular words that children will encounter repeatedly in texts. ▪ In the *Word Play Strand*, children develop morphological awareness and learn to distinguish base words and endings. Immediate, corrective feedback allows children to apply strategies for breaking multisyllabic words into morphemes and syllables in order to read and understand them with fluency and ease. ▪ In the *Success* Activities, children celebrate their success with a read-aloud or independent reading of an *eBook.* Children are exposed to a variety of text types and genres; complexity increases over time, gradually introducing more sophisticated structure, language conventions, and knowledge demands.
A variety of high-quality instructional approaches and environments	The *iRead* instructional model fits flexibly into an existing Reading or Language Arts instructional block to ensure all K-2 children are on a predictable path to college and career readiness. Teachers can integrate the *iRead* instructional Software and resources into Whole-Class and Small-Group instruction, independent and partner reading, and learning centers. CONTINUED

Required RTT-D Criterion	iRead
A variety of high-quality instructional approaches and environments *Continued*	Using the instructional routines in the *iRead Professional Guide* and targeted lessons on *Scholastic Central*, educators can teach grade-level content or supplement the existing curriculum in Whole-Group instruction. During Small-Group instruction, teachers work directly with at least one small group of children each day to provide differentiated instruction. The *Groupinator™* allows teachers to create reading groups and plan instruction based on students' needs. While teachers are teaching Small-Group instruction, another group of children are engaged in daily, independent individualized and adaptive skills practice on the *iRead* Software. Using the learning centers activities in the *Professional Guide* and the downloadable resources available on *Scholastic Central*, teachers can create Learning Centers based on children's instructional needs. Children can also use the *iRead* Instructional Software at home to continue their foundational skills learning. Families can access *eBook* collections on the *iRead* Family Portal after school hours so children can reread texts at home.
High-quality content, including digital learning content aligned with college- an career ready standards or college- and career-ready graduation requirements	*IRead* builds the foundation for success for all K-2 students by providing them with systematic, explicit instruction in foundational reading. Beginning with alphabet knowledge, print concepts, and phonological awareness, and working towards increasingly complex skills in word recognition, spelling and fluency, *iRead* places all children on a predictable path to college and career. Print Concepts The *iRead* Software includes 51 *eBooks*, all modeled after print texts. In the initial read of an *eBook*, children explore print concepts; children also read daily connected texts, completing activities that connect reading to meaning. The *Professional Guide* includes four instructional routines *on Understanding the Concepts of Print* using authentic texts from the classroom library. Additionally, with *iRead* downloadable resources, students have access to 140 downloadable books that they can print and assemble while learning the structure of books. Phonological Awareness Phonological Awareness instruction begins with developing word awareness and gradually leads children to identify, segment, and blend smaller units of words including syllables and onset-rime. In the *Alphabet Classroom*, children engage with multimedia videos with songs, instruction, and modeling. Then they practice the skills in the Listening Center through activities such as *Rhyme Recognition, Syllable Counting,* and *Syllable Blending.* Phonics and Word Recognition Children begin blending with short vowel CVC words, and gradually move on to blends and diagraphs—firmly establishing the alphabetic principle. Additionally, high-function and high-frequency sight words are explicitly taught in order to ensure automaticity with whole-word recognition, word-attack strategies enable students to analyze word parts including inflectional endings, prefixes, and suffixes. CONTINUED

Required RTT-D Criterion	*iRead*
High-quality content, including digital learning content aligned with college-an career ready standards or college- and career-ready graduation requirements *Continued*	**Fluency** Each *iRead eBook* is read multiple times with an emphasis on fluency. Children can record themselves while reading the text, and teachers can access the audio file along with the corresponding rubric to assess fluency. The *Professional Guide* provides additional routines for improving fluency—Cloze Reading, Choral Reading, Repeated Reading, Partner Reading, Reader's Theater, Self-Correcting, and Re-Reading. **Staircase of Increasing Text Complexity** In *iRead*, text complexity increases over time, gradually introducing more sophisticated text structure, language conventions, and knowledge demands. The *iRead* sentence complexity continuum, developed by Dr. Julie Washington, provides students with daily opportunities to read connected text, as well as informational *Success eBooks*, each with scaffolds to support independent reading. **High-Quality Literary and Information Text** *Success eBooks* are 50% informational text and 50% literature. As students progress through the scope and sequence, they encounter more informational texts that build content area knowledge and academic vocabulary. *eBooks* cover a variety of topics and genres, ensuring that students dig deeply into the meaning of each text type. The *iRead Books* Library is also 50% informational text and 50% literature. Each grade-level collection includes 30 titles (6 copies each), aligned to the *iRead* Software and Guided Reading Levels A-O. **Text-Based Questions** All *Success eBooks* are accompanied by comprehension checks that require students to accurately recall details from the text. The *Professional Guide* also details the many different ways that teachers can use *Success eBooks* to ask text-based questions during Small-Group and Whole-Class Instruction. **Focus on Academic Vocabulary** Over 1,500 words in the Student Software are presented with images and context sentences. These words are systematically reviewed in varied contexts, ensuring children develop understanding of what they are reading. The Student Software includes 58 Word Play topics—each teaching critical "word attack" strategies. Key vocabulary repeatedly appears in the highly engaging *Success eBooks*, and each book uses academic language and engaging content to develop awareness of word meanings. **Writing a Range of Text Types** Each *Success eBook* includes a writing template, allowing students to write, draw, and express ideas about the text. *iRead* also includes handwriting routines for all letters of the alphabet, accompanied by printable worksheets that support multisensory learning including neural impress—an essential building block of long-term writing success.

Required RTT-D Criterion	*iRead*
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	The Software-based assessments in *iRead* help place children in the Software, monitor progress, identify areas of need, and inform instruction. ■ The *iRead Screener* assesses skills to determine where a child begins in the Software. ■ Fast-Track assessments measure skills in upcoming series to customize the instructional path and focus on areas of need. ■ The Oral Fluency Assessment monitors progress through the program and provides a norm-referenced indicator of reading ability. ■ The Print Concepts Survey assesses understanding of the parts of a book, text direction, concept of a word, and concept of a sentence. ■ The Phonological Awareness Assessment provides a comprehensive assessment of skills, including those that the Software does not assess because they require oral production. ■ Sight Word Assessment measures a child's recognition of upcoming sight words to customize the instructional path. ■ The Spelling Inventory assesses the child's knowledge of common spelling patterns. ■ Reading Interest Surveys completed by the child and family provide anecdotal information about reading interests, abilities, and behaviors. ■ Progression through the Software shows growth toward grade-level benchmarks. ■ Software performance data from activities indicate skills mastered and areas of need. From *Scholastic Central,* teachers can access their data, planning tools, and instructional resources. The home page, with data snapshots, provides high-level views of the class's overall progress. Notifications, delivered via email, alert teachers of opportunities for intervention and celebration of success. For more in-depth information, teachers can drill down to specialized reports directly from *Scholastic Central*.
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	The *iRead* program adapts to the individual needs of every student, providing systematic review, individual feedback, and multiple opportunities to test for mastery. At the beginning of the school year, the *iRead* Screener feature evaluates each student's reading readiness and skills, and then places the student in the appropriate unit of instruction. *iRead* differentiates instruction in three ways—in its pacing, amount of practice, and instructional content. Students progress through *iRead* lessons at a pace that best suits their needs. FastTrack assessments at the beginning of each series of lessons identify students whose level of prior knowledge and proficiency permits them to move through the series more quickly. CONTINUED

Required RTT-D Criterion	*iRead*
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 *Continued*	These students may skip guided practice activities that less-proficient students would need, and proceed directly to activities that involve encoding, vocabulary, and reading connected text. Less proficient students will engage in these same activities after receiving the guided practice they need. *iRead* adapts the amount of practice students receive, as well. All lessons start with a set of sounds or words for study, with periodically embedded *Show What You Know* activities that function as gates for demonstrating mastery of a given skill. If students' responses indicate they are not yet at the mastery stage, they receive additional cycles of instruction and more opportunities to practice, as well as activities that mix both new and repeated content so that the lesson continues to be fresh and engaging.
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	*iRead* provides an array of tools that enable teachers to implement individualized instruction and differentiated small group instruction tailored to each student's foundational skill strengths and areas for development. Adaptive feedback to students and assessment information for teachers helps identify and bridge any readiness gaps that students may have. English Language Learners *iRead* benefits English language learners (ELLs) with embedded scaffolds and supports throughout every aspect of the program—from the Instructional Software to comprehensive support for educators. ■ Explicit High-Utility Vocabulary Instruction—Images and context sentences are embedded in the phonics and vocabulary instruction for over 1,000 target words, repeating strategically throughout the scope and sequence. ■ First Language Support in Spanish—The Software includes Spanish cognates and translations for all target vocabulary words. *eBooks* include Spanish previews, as well as fluent read-alouds that model accurate expression. ■ Pronunciation Modeling—Sound & Articulation videos model correct academic pronunciation of all the 44 sounds of English. ■ Teaching Support—The *iRead* Professional Guide includes best practices for individualizing and differentiating instruction and implementation to ensure effective learning. Students In Special Education *iRead* provides children classified as Special Education with scaffolds and supports necessary to help them learn to read. ■ Adaptive, Individualized Pacing—The Software automatically adjusts the timing, speed, and content of instruction to meet each child's needs. Curriculum-embedded FastTrack assessments enable students to progress through the program at a personalized pace. CONTINUED

Required RTT-D Criterion	iRead
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 *Continued*	- Multisensory Instructional Resources—*iRead* individualizes and differentiates instruction through a combination of visual, auditory, tactile, and kinesthetic means. - Universal Design for Learning (UDL)—Working closely with CAST, the Software aligns with the core principles of UDL, providing multiple means of representation, expression, and engagement. - Multiple Points of Entry—Multiple points of entry allow children to work at the appropriate level with sufficient, specific, and individualized practice to progress toward reading proficiency.

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:

ALL PARTICIPATING EDUCATORS ENGAGE IN TRAINING AND PROFESSIONAL TEAMS OR COMMUNITIES, THAT SUPPORTS THEIR INDIVIDUAL AND COLLECTIVE CAPACITY TO:

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	Scholastic provides the following *iRead* professional learning: *iRead* Implementation Training In this on-site training, Educators are introduced to the program and how it personalizes learning for each child, ensures mastery of the foundational reading skills to prepare students for college and career, and puts all children on a predictable path to college and career. Learning outcomes include: - Understand how *iRead* uses personalized learning technology to build foundational reading skills - Experience *iRead* from the students' perspective - Create a plan to seamlessly implement *iRead* in the literacy classroom - Use the *Professional Guide* to identify resources that enrich instruction - Efficiently manage classes, plan instruction, and monitor and assess student progress with *Scholastic Central* In-Classroom Support—RECOMMENDED, at an additional cost Scholastic consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. They build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction. A year-long customized plan of in-classroom visits provides teachers with in-person, individualized support and focused strategies for the classroom. For the best results, Scholastic recommends monthly visits for all teachers.
Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs	*Scholastic Central* supports effective teaching with tools for grouping children, planning lessons, and accessing instructional resources. The *Groupinator*™ dynamically assigns children to skill-based groups for differentiated instruction based on Software performance. It also links to resources, such as learning targets, targeted lessons, and Interactive Learning Tools to help plan instruction. *Scholastic Central* provides access to three years of content and hundreds of lessons to meet children's needs.

Required RTT-D Criterion	iRead
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	*iRead* assesses students' performance as they engage in its sequence of interactive exercises, and provides them with immediate and corrective feedback in the course of those activities. The *iRead* oral fluency assessment follows the research-based method of measuring words read aloud correctly per minute, using passages that were developed, nationally normed, and validated by an independent educational research and development organization. This assessment is administered in the middle and end of first grade, and at the beginning, middle, and end of second grade. For more informal oral fluency assessment, students are able to record themselves reading *Success eBooks.* *Scholastic Central* offers additional formative assessments suitable for small-group or whole-classroom use. Additional progress monitoring assessments include the following: ▪ Phonological Awareness—Recommended as a one-to-one teacher-administered assessment for students who perform poorly on the Screener Assessment, or who struggle with phonological awareness exercises in the *iRead* Software. This assessment evaluates all phonological skills cited in State Standards and featured in *iRead.* ▪ Print Concepts—A prompt-based survey administered one-to-one at the beginning of kindergarten and first grade, focusing on print concepts that are called for in State Standards, and reinforced in *iRead*. ▪ Spelling Inventory—A diagnostic given to the whole class at the middle and end of first grade, and again at the beginning, middle, and end of second grade. The assessment offers 30 words at each administration that span the scope and sequence for each grade level so that progress can be measured and needs readily identified. ▪ Reading Interest—Given at the beginning of the school year to provide baseline data on each child's interest in reading, reading habits at home, family literacy activities, and more. To support the effective use of the data resulting from embedded formative assessments and progress monitoring tools, *iRead* provides clear, actionable student performance analytics, readily accessible from *Scholastic Central*.
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:	
Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests	***Scholastic Achievement Partners*** 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 *iRead*, 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.

Required RTT-D Criterion	*iRead*
High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements	The *Scholastic Achievement Partners **Nextpert*** 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: ■ 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 also show 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 *Nextpert* 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. *Scholastic Achievement Partners* 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. *Scholastic Achievement Partners* also offers a variety of professional development opportunities to help schools strengthen instructional practices and implement the *Daggett System for Effective Instruction*, including the following: ■ 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 Additional *Scholastic Achievement Partners* 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. CONTINUED

Required RTT-D Criterion	*iRead*
High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements *Continued*	*Scholastic Achievement Partners* believes that teacher development should be sustained, intensive, and classroom-focused in order to have a positive, lasting impact on instruction and performance. *Scholastic Achievement Partners* 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 *Scholastic Achievement Partners* professional development is its commitment to the *Blended Professional Learning System*. Through a collaborative process, *Scholastic Achievement Partners* 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. Face-to-face courses guide teachers in empowering students to achieve excellence. 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. 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 *Rigor/Relevance Framework®* 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: ■ 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	iRead
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	*iRead* Analytics provide detailed, current information about class and specific children's Software use, foundational skill learning, and progress toward grade-level benchmarks. Individual results can be downloaded for offline analysis or for emailing to parents, literacy coaches, and/or other intervention specialists. These data analytics include the following: ■ The Screener Analytic provides an overview of the class's performance on the initial Screener; including the overall score for each student and their placement point in the Software. ■ The Growth Analytic measures children's progress throughout the scope and sequence and against grade-level benchmarks. ■ The Student Software Performance report shows each student's initial program placement, how many cycles were required for mastery of each topic, how many minutes the student spent on each program session, the number of sessions completed each week, and the student's score on key activities in the topic. ■ The Individualized Learning Plan enables reading teachers and intervention specialists to determine if/where a child needs re-teaching and more practice. ■ The Family Report provides an overview of each student's performance on the Software, including recent topics the student has engaged in, and skills mastered in *iRead*, as well as specific student sample words from these specific topics and skills. The Toolkit on *Scholastic Central* contains helpful resources for planning, teaching, and supporting effective instruction. Teachers can select lessons that support children's instructional needs. Each lesson includes routine instructional steps, modeled dialogue specific to a learning target, and an Interactive Learning Tool. Teachers can download and print materials from the Toolkit to support instruction and learning, such as practice activities, learning center materials, and decodable texts.
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	*Scholastic Achievement Partners* 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, *Scholastic Achievement Partners* 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. Using the data from the comprehensive needs assessment, *Scholastic Achievement Partners* 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.

Required RTT-D Criterion	*iRead*
Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps	Scholastic offers a full range of service solutions for helping school and district leaders raise achievement for all students. ■ 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.
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	The *Scholastic Achievement Partners Daggett System for Effective Instruction* 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. *Scholastic Achievement Partners* consultants use the needs assessment to build a customized plan that drives the *Daggett System for Effective Instruction*. 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. The *Scholastic Achievement Partners Learning Criteria for 21st Century Learners™* Rubric examines four dimensions critical to school-wide academic success: 1. Foundation Learning 3. Learner Engagement 2. Stretch Learning 4. Personal Skill Development 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.