Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before October 31, 2011 to: textbook@doe.in.gov.

Subject Area in which submitting	Reading
Category for which submitting	Comprehensive Core Reading Program
Publisher	AWARD Publishing Ltd
Title of submission	AWARD Reading Online
Copyright date	©2008–2011
Intended Grade Levels	**K** ☒ **1** ☒ **2** ☒ **3** ☒ **4** ☐ **5** ☐ **6** ☐

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

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Louise Pierce
Signature

10/31/11
Date

WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Texas: On the Commissioner's List of Electronic Textbooks in Texas (grades K-2)
New York City: Approved for placement on New York City's FAMIS list (grades K-3)
New York City Non-Public schools (250)

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students: A Research Investigation to Assess the AWARD Reading Program's Effectiveness in Developing Literacy Achievement for Kindergarten to Grade 2 Students, July 2009 Dr. Cathy Collins Block & Dr. John N. Mangieri (attached)

Special Education Students: Using Technology and Print to improve reading levels for intervention with special needs students, Prince George County, Virginia, 2010. (attached)
Paradise Valley Unified School District, Arizona, 2010 (attached)
San Diego, 5-week study intervention program 2009. (attached)

High Ability Students:

DESCRIPTION OF SUBMISSION

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE READING PROGRAM

The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.

1a. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

AWARD Reading is a K – grade 3 technology and print literacy program that uses animated stories and skills activities to meet the needs of 21st-century learners. This digital and print balanced literacy program is designed for school and home use. The program is delivered online and has been scientifically proven to improve literacy rates by doubling the scores for students over a full year of learning. Print copies of the online texts are also available. There are 300 graded texts—animated original fiction and non-fiction titles—all tested with students to ensure the content is motivating for shared and guided reading. The 700 interactive skills activities feature phonics, phonemic awareness, fluency, comprehension, vocabulary as well as visual literacy, oral language, research and inquiry and technology. AWARD Reading's K–3 content benefits all students although many schools have found it to be especially effective in narrowing the achievement gap with disadvantaged students. Our home/school connection has proven to be an extraordinary match for LEAs attempting to reach out to homes where stronger parent involvement has been needed.

1b. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

AWARD offers a structured reading program that has the components to maintain a balanced literacy classroom with guided reading, reader's workshop, literature circles, or book studies. The program is organized around a weekly text, using a 5-day plan. Each of these weekly lesson plans are downloadable. They provide explicit instructional strategies, in phonemic awareness, phonics, vocabulary, fluency, and comprehension, scaffolded skills instruction, and practice opportunities. Teachers may choose to start with the skill. The state standards are hyperlinked to activities that teach the skill and these are accessed via an online portfolio, providing activities at the click of a mouse. Customizing the literacy program in this way helps support students' needs. It is a responsive and rewarding way to teach.

There are hundreds of creative teacher ideas available for shared, guided, and independent instruction, including interactive whiteboard use. The texts can be easily accessed from home for homework and practice.

Formats:
1. a pdf for each of the weekly lesson plans (downloadable and printable)
2. pdfs of skills activities hyperlinked from the state standards (downloadable and printable)
3. Adobe portfolios based on the Common Core State Standards (downloadable)

The lesson plans and the scope and sequence offer a clear road map for teachers to follow. Each week has a timetable/schedule for the instruction for that week, including any cross-curriculum activities.

1c. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

The texts have been organized into a grade per year starting at kindergarten where there is one narrative or non-fiction text per week plus a phonics text, beginning with the alphabet. At first grade these phonics texts are word families and letter combination texts. At K and 1, the texts are 8 and 16 pages long. At grades 2 and 3, 24, 32 and 48 pages. The digital format has a voiceover reading the text as well as directing students to navigate the text. At grades 2 and 3, there are multimodal approaches to the texts with embedded video and animation to extend the learning.

DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

There are literacy task cards (US letter size), content word cards, phonics cards, and guided reading procedure cards at all grades. These are laminated for use by students and teachers. There are skills charts so that teachers can navigate the website based on their chosen organization.

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

There are print activity books for grades K and 1. These provide up to nine pages each for narrative, non-fiction, and phonics texts.

2c. Does your program have a companion intervention included with this submission?

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*
In your description, please address the following:
Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- *Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- *Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- *Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

• Professional Development support is available via our website as well as customer service calls directed to our Professional Development providers. Video tutorials on our website provide answers to questions commonly asked by teachers and administrators about using our electronic resources. For example, under Classroom Modeling and Resources, teachers can view classrooms in action for grades K, 1, and 2 (including a pull-out class in NYC) by moving between the tabs. Teacher Presentations—English Language Learners and Response to Intervention—are also viewable on the website and can be found by moving between the tabs.
Cost: No charge to customers who are implementing the AWARD Reading materials.
• The PD provides instruction, including both modeling and practice, for each component of the AWARD Reading program. This instruction covers not only the use of each individual component but the interaction of each component into the whole, ensuring an understanding of how best to implement all ancillary materials for comprehensive planning and differentiation strategies.
• We walk the teachers through the assessment process and can add time to the PD to evaluate the results and create an individualized educational plan for students who require one.
• Over the six years of the contract, the long distance PD will be at no cost and sessions approximately once every three months based on school or district purchases will be at a cost of $30 per person as a registration fee. The customized face-to-face PD will be fee-based at $2000 a day. AWARD Reading reserves the option to waive the cost should an Indiana customer purchase a high level of product.

The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

☐ The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

Internet broadband connection, computers

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

Briefly list and describe the hardware and equipment that accompanies the core reading program.

n/a

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (iPAD, NOOK, KINDLE, ETC.)

AWARD Reading is compatible with Smartboard or any other interactive whiteboard currently available. The content is Flash-based; android devices are compatible.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

AWARD Online Assessment sends data to the database (for administration and teacher access only) that records the reports of students' assessment. The reports are comprehensive: they show correct and incorrect answers and can be printed out in bar graph form, allowing teachers, students, and students' families to see progress over time. Data can also be accessed from a school network by administrators for comparison data. The graphic displays are of

– how well the student understands each text used for assessment;
– cumulative progress (assessment tasks become gradually more difficult over the year);
– comparisons within the class (for teachers and principals);
– information (e.g. the ethnicity of each student).

Using a variety of assessment tools helps to provide a comprehensive picture of individual learning. AWARD Assessment at Grades 2 and 3 consists of computer-assisted assessment online, reading inventories, teacher observation, self-assessment, and the setting of individual learning goals.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

AWARD Reading online was specifically designed to support customized/differentiated instruction as designated by the teacher. Each component (individual story and accompanying skills activities) is organized across all grade levels to support developmentally appropriate assignment to individual students and highly descriptive skill charts are provided for navigation. Embedded technology support, which begins with extensive reader assistance at the early levels (e.g. voice-over or read-to function), is gradually withdrawn as an automatic feature although support remains in place for students to activate in later grades. Additionally, higher grade stories and activities are more open-ended and incorporate higher level reading and thinking skills.

Given the high level of skill sequencing and embedded support as well as the individualized nature of content access, students who would benefit from repetition (or remediation) can work within their learning zone alongside students working at or above grade level and both progress as their literacy skills increase.

LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

Subscriber schools are provided with a username and password. One administrator is named as the contact point for lost passwords and to give out the username and password to parents for home use at the school/district discretion.

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?

Per-student model, building model, concurrent seat model, corporation model, etc.

Kindergarten Program including Alphabet - $40 per student per annum
Grade 1 Program including Phonics $52 per student per annum
Grade 2 Program - $35 per student per annum
Grade 3 Program - $65 per student per annum
Licensing Policy as per our Award Reading Online website Terms of Use

5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

Yes