Technical Assistance Partner Profile

BACKGROUND

Organization name and address	StudyDog Learning 739 Terrace Drive #100 Lake Oswego, OR 97034 Close Education, LLC 5061 Montview Way Noblesville, IN 46062
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Mission Statement	Success in life starts with being able to read. We are dedicated to helping early readers succeed.

StudyDog supports schools in the area of ambitious instruction and supportive environment. StudyDog Learning provides scientifically-based interactive reading programs specially designed for emergent and early readers in Pre-K–1st Grade. Our *Adventures in Reading* series is used to supplement core curriculum and assist in reading interventions in over 3,000 schools nationwide. Lessons in each program were developed from the ground up to meet state early learning standards and the guidelines of the National Reading Panel. StudyDog is unsurpassed in online Reading instruction for the Primary grades. More than helping students with reading difficulties and tracking their progress, StudyDog Reading is Personalized for each student.

StudyDog Early Reading Intervention

StudyDog is a research-based, online reading program that covers all 5 components of reading for grades PreK thru 1 and grades 2-5 for intervention. The reading curriculum is comprehensive and complete. StudyDog provides individualized instruction through an adaptive instructional process. This is accomplished with an online adaptive reading assessment, which is included with StudyDog. The adaptive assessment provides three benefits: 1) it places a student correctly in the appropriate curriculum regardless of the enrolled grade of the student, 2) it creates an individualized reading program for each student, and 3) it measures one academic year's worth of reading skills for the purpose of establishing a credible baseline from which the student's growth will be measured and reported. Once the student starts the reading lessons, StudyDog automatically measures the student's performance, and if the student starts to struggle, StudyDog detects that and gives that student additional and different instructional sequences that other students do not receive. Our ideal partner district has strong leadership, believes all students can learn to read, and is committed to a partnership to support and effectively implement this initiative.

How StudyDog Differs from Other Reading Programs

1. Student Engagement

2. Differentiated instruction Driven by Technology--Mastery Maker^{TM}

3. Personal Intervention

APPROACH

Close Education's implementation team works with each district and school to customize an implementation and professional development plan based individual needs. This approach includes supporting district and building leaders as well as teachers and students. We differentiate ourselves by providing the best instructional online tools that actually teach and provide extended teaching time beyond what classroom teachers can provide. Our professional development includes a close partnership and ongoing support at all levels in a district. Included is explicit instruction on utilizing the technology tool and interpreting data to enhance all instruction. Our approach empowers teachers and aids to provide targeted individualized instruction, utilizing the diagnostic data and print materials for teacher led intervention. We partner with district leaders and provide data analysis and collaborate on the effectiveness and sustained growth. Our ideal partner district has strong leadership, believes all students can learn to read, and is committed to a partnership to support and effectively implement this initiative.

EVIDENCE OF TRACK RECORD OF STUDENT AND SCHOOL OUTCOMES

A well-designed and well-implemented experimental study comparing a treatment sample of students who completed the StudyDog Reading Program with a control sample of students who did not work with the StudyDog lessons was conducted in St. Louis, MO, in 2003. The treatment sample participated in the StudyDog lessons for fourteen weeks and was tested at the end of that time. The recommended frequency of instruction is three 20-minute lessons per week. All students in the study were tested at Below Basic initially. A randomly assigned control sample of students was not given access to the StudyDog lessons and was tested at the same time as the treatment sample. The control sample of students remained at the Below Basic level at the end of 14 weeks. Highly significant differences were found between the reading growth of the StudyDog treatment sample and the control sample. At the end of the test, 92 percent of the students in the treatment group were proficient in reading skills at or above grade level. This gain was attributable to the StudyDog Reading Program.

The students who completed the StudyDog reading program showed highly significant and substantial gains in reading performance. **Ninety-two percent (92%) of the students improved their reading performance from a *non-proficient* level to a *proficient* level of performance**, mastering a year of reading skill development in fourteen weeks. This experimental study, using a treatment and control group of students, shows that this gain is attributable to StudyDog lessons.
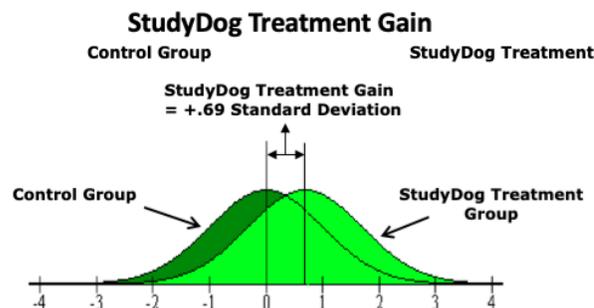
These results further showed that StudyDog, as a supplemental reading program, performed better than most of the reading programs taught by human instructors. According to the National Reading Panel Report, December 2000, thirty-two reading studies were compiled to represent the core set of research-proven reading programs. All were taught by a human instructor. By comparing the Effect Size achieved by these studies, StudyDog performed better than 81% (26) of the studies. It should be noted that the majority of the core reading programs cost thousands of dollars and were taught for a period up to 12 months and all of the programs required human instructors.