



The Effectiveness of Reading A-Z and Raz-Kids

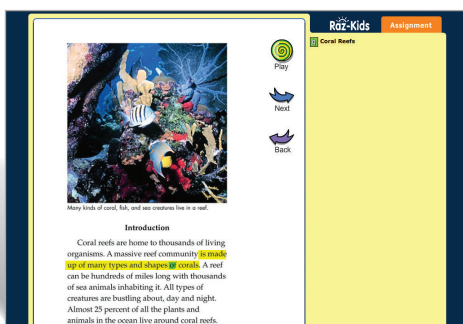
Educators share their stories about how these websites made a difference for their students.

Since 2002, Learning A-Z has been committed to helping educators meet the needs of every K-6 student. Our goal is to support student achievement through differentiated instruction, while saving educators time and money. Today educators in more than half of the school districts in the US/Canada, and 165+ countries use our resources. Some of these educators have taken the time to share their success stories with us, as well as include specific growth they have seen on assessments as a result of implementing the resources on Reading A-Z and Raz-Kids.



Reading A-Z

- 165+ countries worldwide
- Printable and projectable resources
- Aligned to Common Core and State Standards
- Guided Reading and Common Core Lesson Plans
- Winner of 2013 CODiE and BESSIE Awards
- Ranked #1 in an independent survey of 18,000+ K-5 teachers*



Raz-Kids

- 400+ eBooks and eQuizzes for purposeful practice
- Students can listen to, read, record themselves reading, and take a comprehension eQuiz, all online
- Reports monitor student progress, hold students accountable for reading, and drive instruction
- Motivation through the Raz Rocket and Robot Builder



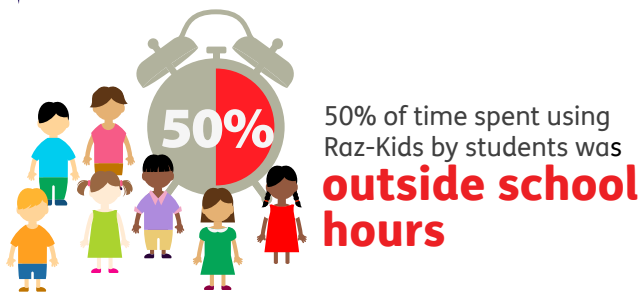
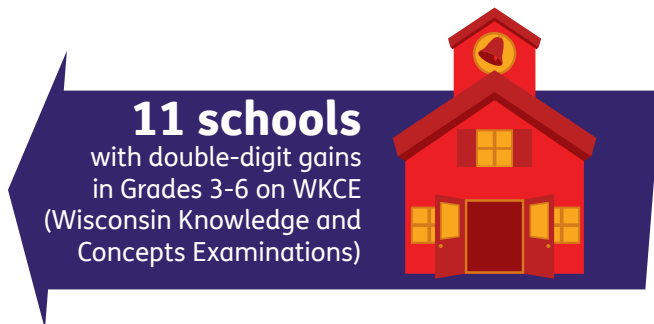
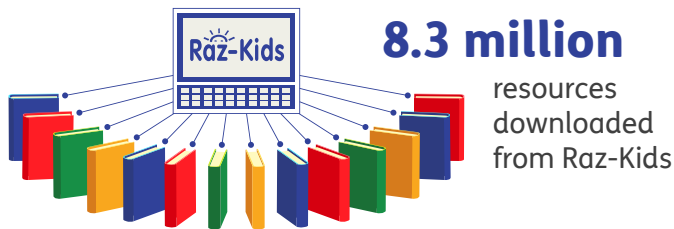
Wisconsin

Milwaukee Public Schools

In 2009-2010, Milwaukee Public Schools developed a Comprehensive Literacy Plan (CLP) and integrated the district's historical work around Response to Intervention (RtI) into this framework. As part of the review and formulation of the Literacy Plan, the district reduced the number of reading programs to one core program, with Learning A-Z products (Reading A-Z and Raz-Kids)

as the primary supplemental and intervention resource. This was done to ensure greater fidelity and consistent teaching methodology throughout the district. The district also set out to increase the amount of independent reading practice that occurred outside the classroom. The objective was to improve reading proficiency throughout the district's elementary schools.

During the 2010-2011 Academic Year:



District proficiency in reading across all grades assessed, averaged **the largest annual increase in 5 years**



“ During the 2010-2011 academic year, students downloaded more than 8.3 million resources from Raz-Kids. More than 50% of the time spent in Raz-Kids by students was outside school hours. District proficiency in reading on the [district reading assessment] across all grades assessed averaged two full percentage points higher in 2010-11 than it was the year before, the largest annual increase in five years. ”

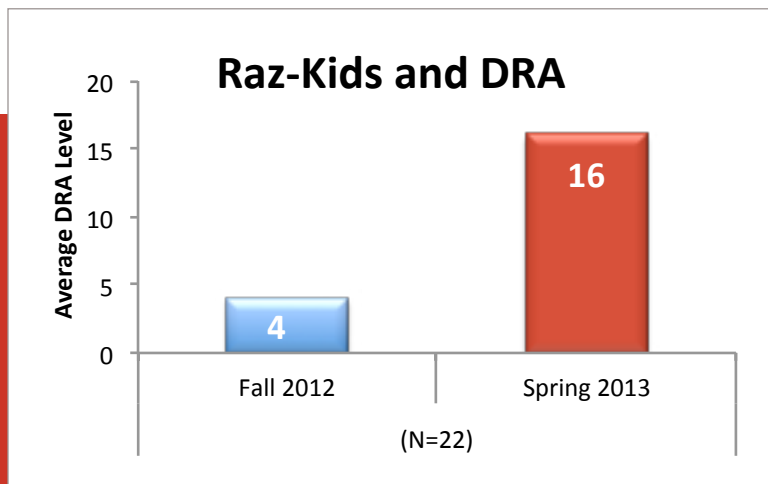
– Director of Literacy, Milwaukee Public Schools



Ohio

Rittman Exempted Village School District

A first grade teacher in Ohio's Rittman Exempted Village School District teaches at a school with a large population of economically disadvantaged students. The teacher faced the challenge of increasing every student's reading proficiency level. Her students often lacked books and resources at home. This class also had a few reluctant readers who needed extra motivation and support. After using Raz-Kids during their reading block, as well as encouraging students to read at home, the teacher saw statistically significant growth on DRA Reading Levels (from a starting DRA Independent Reading Level of 4 to 16) ($p < .05$).



Having a subscription to Raz-Kids allows my students to get daily exposure to hundreds of books that are on their independent and instructional reading level...Raz-Kids has been a resource in my classroom that I can truly call a blessing! I have been using it for over 5 years and it is the one "school supply" that goes right to the top of my list every fall!

- Teacher,
Rittman Exempted
Village School District



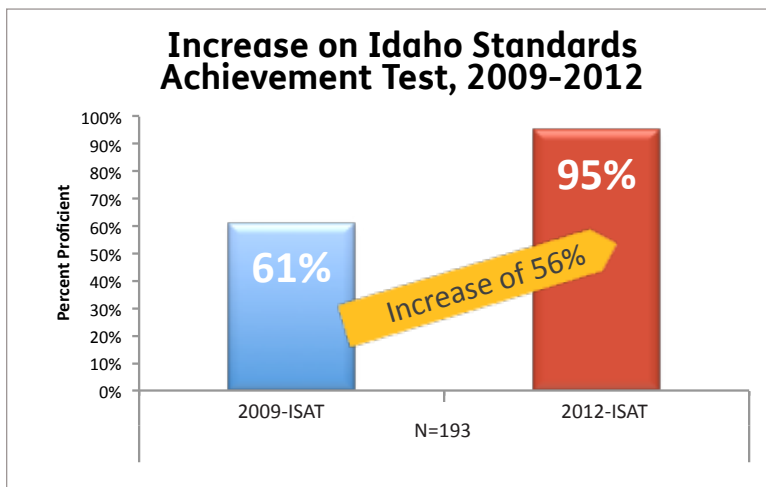


Idaho

Wilder School District

An elementary school in Idaho's Wilder Public Schools serves a rural at-risk student population

where 100% of the students qualify for free breakfast and lunch. Four years ago, prior to implementing the Learning A-Z Reading Solution (Reading A-Z and Raz-Kids), the reading curriculum and instruction was not meeting the needs of the students.



Wilder School District in Idaho saw a significant increase of 56% on the Idaho Standards Achievement Test: Reading over the course of three years following implementation of Reading A-Z.

“Wow! Leveled books [from Reading A-Z], coupled with children’s curiosity and their natural love to learn, has changed our students’ minds forever.”

– Teacher,
Wilder School District

“After the full implementation of Learning A-Z resources (Reading A-Z and Raz-Kids), with ongoing professional development and support for the resources, the staff gained a strong belief in the programmatic approach to the leveled reading materials. Students’ self-belief skyrocketed as they began to feel more confident in reading at their own independent level. Teachers mastered the use and implementation of materials which gave us the ability to fully differentiate guided reading instruction all day - every day. We fully embrace the notion that teachers teach children and not programs. The Learning A-Z resources allow this to be a reality for us!

– Principal,
Wilder School District

“ I work in a school with a high percentage of limited English speakers. These children have limited access to books and reading materials in their homes. Using Reading A-Z and many of their other components as part of our curriculum enables me to meet the individual needs of each student. I can also send reading materials home in their native language for them to practice with their parents.”

– Teacher,
Wilder School District

“ Reading A-Z has been a fundamental component of our reading program at my school. As a teacher, preparing lessons for reading has become easier because of the accessibility to an array of fiction and non-fiction literature from a spectrum of “catchy” topics and literary spectrum... This program, undoubtedly, has contributed to my students’ ability to pass state exams for the past three consecutive years. At my school not only are we able to demonstrate measureable reading growth by conducting benchmark exams, but we have established a cohesive reading program by utilizing Reading A-Z.”

– Teacher,
Wilder School District



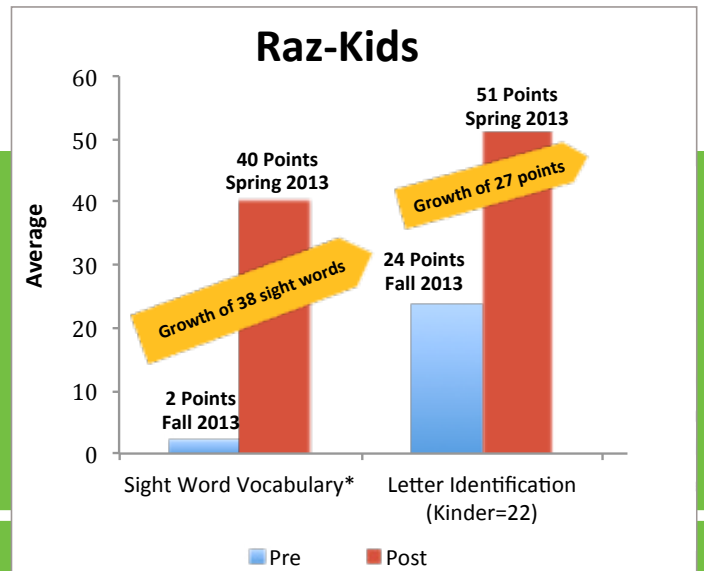
Missouri

Hannibal Public Schools

A Kindergarten teacher in Missouri’s Hannibal Public Schools was challenged by the low pre-literacy skills of her students. She teaches at a school with a high percentage of economically disadvantaged children and parental support is lacking for many students. Through the use of Reading A-Z and Raz-Kids, along with her core reading program, her students were able to develop early reading skills including sight word vocabulary and letter-word identification skills. Moreover, the gain in sight word vocabulary was statistically significant.

“ Through the use of Reading A-Z and Raz-Kids, I observe students getting hooked on reading. They feel successful and enjoy the wide variety of simple texts. The animation of the books on Raz-Kids is not only delightful, but exposes students to a wide range of skills”

- Teacher,
Hannibal Public Schools



* = p<.05



Reading A-Z Levels of Growth



While Kindergarten students are only expected to make 2 levels of growth, students made 3 levels of growth and ended the school year reading at first grade level (E).



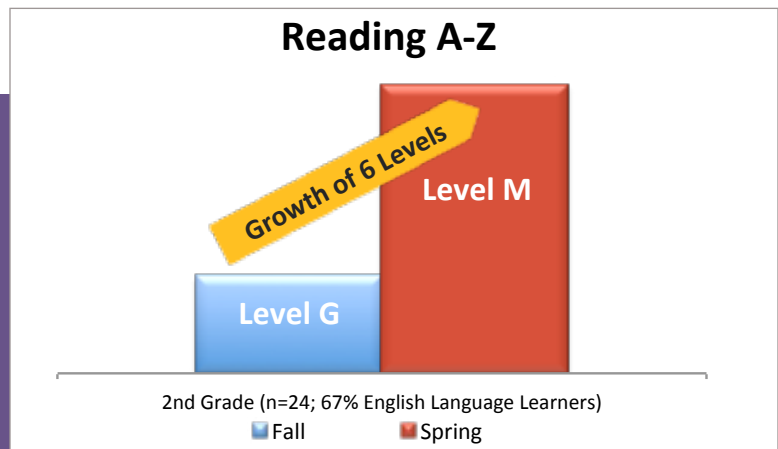
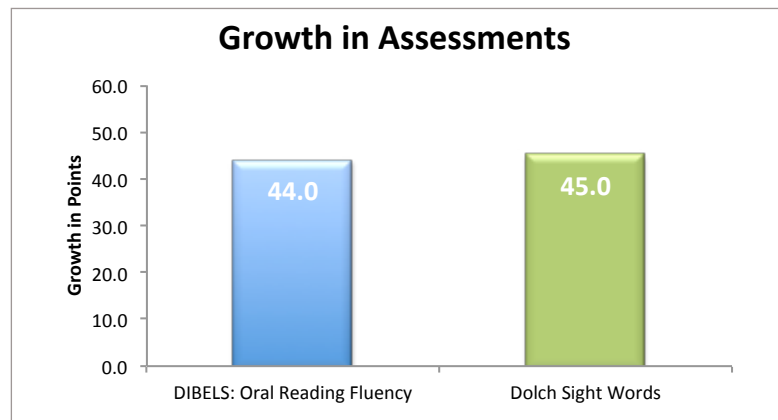
Arizona

Washington Elementary School District

A second grade teacher at a Title I elementary school

in Phoenix, Arizona's Washington Elementary School District needed to meet the needs of her English language learners (67% ELLs of total, total n=24). Through the use of the Reading A-Z resources for guided reading groups and homework, she saw consistent and statistically significant ($p < .05$) gains on the DIBELS Oral Reading Fluency test, Dolch Sight Words List, and Reading A-Z levels.

The amount of growth observed among this class of largely English Language Learners was in line with the growth that is typically observed among native English speakers.



At the end of the year I found that most of my students gained a grade level in reading. While some of the students began the year below grade level, they still gained 5-6 Reading A-Z levels during that year. The majority of the students in my class were reading on grade level at the end of the year.

– Teacher,
Washington Elementary
School District

Research shows that English language learners tend to be far below English-speaking peers in reading, and this achievement gap remains across grade levels, unless intervention is provided (National Center for Education Statistics, 2011). As shown above, the amount of growth observed among this class of largely ELL students was in line with the growth that is typically observed among native English speakers (a growth of 6 Reading A-Z Levels).

FREE 2-WEEK TRIAL for both **Reading A-Z** + **Raz-Kids** at LearningA-Z.com/2014ReadingSolution

Please contact us at 866.889.3729 or sales@learninga-z.com to get a personal tour of Reading A-Z and Raz-Kids, the most powerful online Reading Solution available!

* Reading A-Z was named the #1 teacher website for K-5 according to Education Market Research 2012 Report, "Elementary Reading Market: Teaching Methods, Traditional and Digital Materials Used and Needed, and Market Size."