

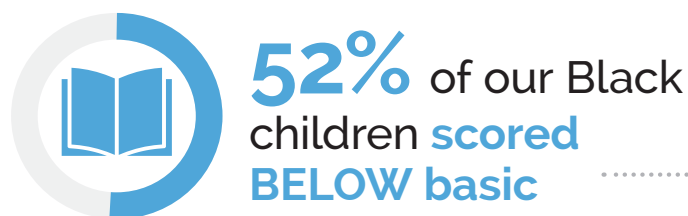
Want Social Justice? **CLOSE THE ACHIEVEMENT GAP. NOW!**

INEQUITY ISN'T JUST A HEADLINE

It's a **reality** our Black and Hispanic children face every day, from coast to coast. In January, North Carolina, Superior Court Judge David Lee concluded the state had not ensured the provision of education meeting required constitutional standards, leaving "too many" students behind. A month later, California students and teachers sued their state, winning a \$53 million-dollar settlement for not preparing kids to read.

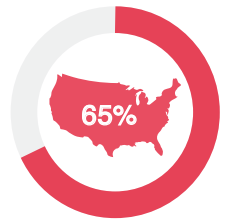
FROM COAST TO COAST, IT'S HAPPENING EVERYWHERE

In LA schools 90% of students qualify for free or reduced-price lunch — a poverty indicator. **7 out of 10 third-graders do not meet California's Common Core standards.** It's so bad, David Moch, one of the LA plaintiffs, used kindergarten reading tools to help children as high as fifth grade. Meanwhile, Judge Lee says, "North Carolina's PreK-12 public education system leaves too many students behind — especially students of color and economically disadvantaged students."



HERE ARE THE U.S. STATS:

The Nation's Report Card states
nearly 2/3
of American kids
**lack fundamental
reading skills**



In 2019 only **37%**
of 12th graders were
proficient in reading

45% of our
Hispanic children
scored BELOW basic



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RESEARCH SHOWS THESE STRATEGIES SO FAR HAVE NOT CLOSED THE GAP

These have been tried in various ways. Necessary but not sufficient.

- ✗ Curriculum
- ✗ Textbooks
- ✗ Standards
- ✗ Data-Driven Instruction
- ✗ Professional Development/Coaching
- ✗ Early Diagnosis and Prevention
- ✗ Tier 2 and Tier 3 Interventions
- ✗ Instructional Focus on Five Parts of Reading

Read Charlotte 1 Four Types of Reading Instruction

WE CANNOT CONTINUE TO RELY ON "STRATEGIES" THAT DON'T WORK.

According to Jo Welter, Former Superintendent for *Ambridge Area School District*, "Before the COVID-19 pandemic, there were already big challenges with getting K-3 students reading proficiently. The need is greater than ever to support our underrepresented students, provide opportunities for their success and ensure a better future for us all."

“

The need is greater than ever to support our underrepresented students.

-Jo Welter, Former Superintendent - Ambridge Area School District, PA



NOW THE GOOD NEWS!

LEARNING OVATIONS IS CLOSING THE GAP!

We have a proven track-record in schools with diverse student populations. "In fact, high-need students in a recent Learning Oventions cohort were, on average, 2.6 times more likely to read at proficient levels compared to prior cohorts," said Henry May, Ph.D., Director of the Center for Research in Education & Social Policy (CRESP).

This snapshot is expanded to include 15 schools, possessing 90%+ Hispanic students, **50%** were reading at grade-level by first grade's end. **After just 1 year!**



Learning Oventions offers a wonderful partnership, guiding the Science of Reading into district implementation and outcome delivery.

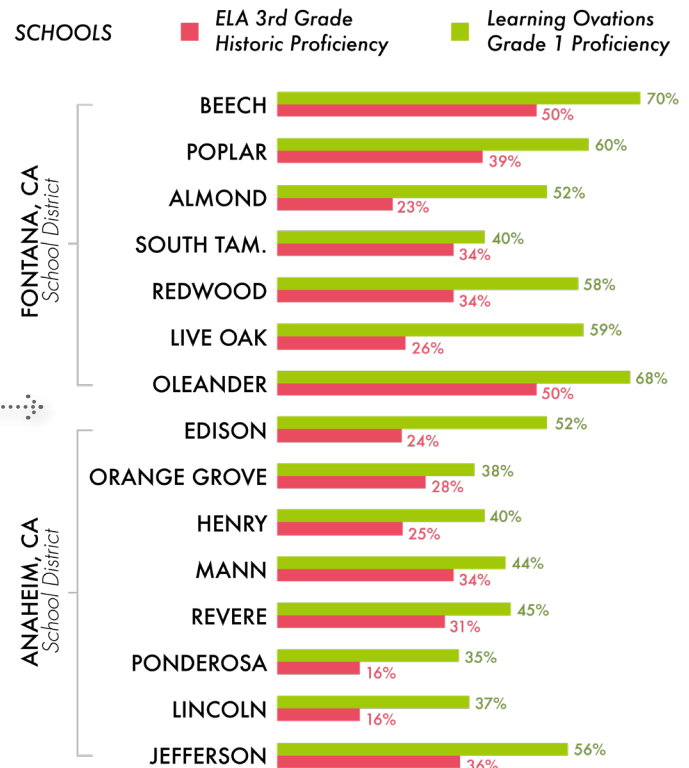
-Dr. Louisa Moats, Author of LETRS

Also, these students are closing the gap - averaging 15 months of growth during just 9 months of instruction. In fact, at some schools the outcomes are more than double their previous levels.

Katie Hernandez, a Curriculum Specialist from Anaheim Elementary School District in Anaheim, California says: "Teachers and school leaders quickly realize the value of an evidence-based program that uses frequent assessment to both build instructional grouping and lesson plans while facilitating changes in grouping as students' needs change."

FIRST YEAR IMMEDIATE IMPACT OF LEARNING OVATIONS' PARTNERSHIP

When considered in the context of the cumulative effects of A2i, this is clearly on-track performance for all children to be at, or above grade level as they receive two more years of A2i-based instruction.



In peer-reviewed studies carried out for the US Department of Education's What Works Clearinghouse, the students' demographic information did *not* impact how they responded to instruction. These student outcomes occurred *regardless* of gender, ethnicity, or socio-economic status.

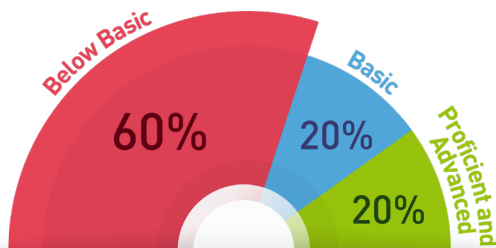
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HOW IS THIS BREAKTHROUGH POSSIBLE?

A partnership with Learning Oventions begins with the **Assessment to Instruction (A2i)** platform tested for 13 years by the US Department of Education and National Institutes of Health and published in dozens of peer-reviewed journals.

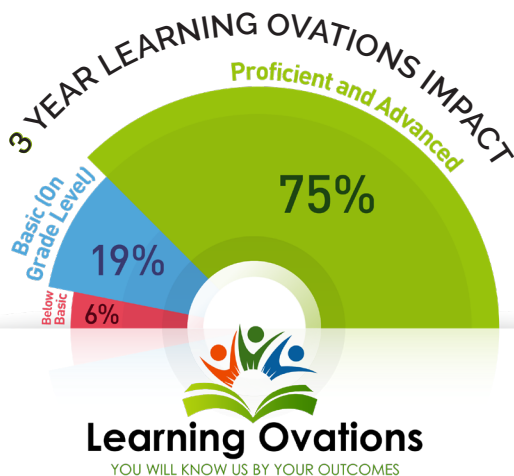
OUR PROMISE:
**WE WILL NOT FAIL
YOUR STUDENTS**



High-Need Districts Pre-Learning Oventions

TYPICAL LEARNING OVATIONS DISTRICT

81% of Learning Oventions' schools are 50%+ or more FARL.
25% of Learning Oventions' schools are 50%+ or more ELL.



Based on seven randomized control studies, K-3 students in A2i classrooms showed significantly greater reading gains compared to students in classrooms nationwide.



A2i has been a match made in heaven. A2i means too Amazing 2 Imagine!

-Jorge Ventura, Principal from School 29,
Paterson School District, Paterson, New Jersey

A2i OFFERS:



- ✓ Quick software assessments and progress reports tracking for each student.
- ✓ An easy-to-use dashboard to organize personalized reading instruction using existing curriculum.
- ✓ Teacher-focused classroom structure for small group instruction based on individual requirements and sensitive to children's social/emotional needs.
- ✓ A Three-Year Commitment for ongoing professional development support.
- ✓ Outcomes Specialists to ensure teacher success with technology/instruction.

Note: There is NO need to purchase new student materials since A2i helps teachers maximize resources they are already familiar with, while providing additional, complementary evidence-based resources.

THE PROOF IS IN THE RESEARCH

Dr. Carol Connor, the lead researcher whose work proved instrumental in the A2i breakthrough understood there will always be external factors impinging on a child's ability to achieve reading outcomes: poverty, book availability, homelessness, Internet access, broken homes, mobility, fear, and two-career families.

And yet her research focused on what schools **can** do once a child walks through the kindergarten door. Yes, COVID-19 is the latest in a long journey of environmental slights preventing children from reading at grade level. But it's a challenge we *can* solve together.

Irrespective of all environmental factors, our 15 years of work in this space and our remarkable outcomes show we can achieve over 90% of children reading at, or above, grade level by third grade's end. **Responding to COVID-19 is no different.** We've brought children with below grade-level language skills up to, and beyond, grade level. We've dramatically reduced the need for interventions.

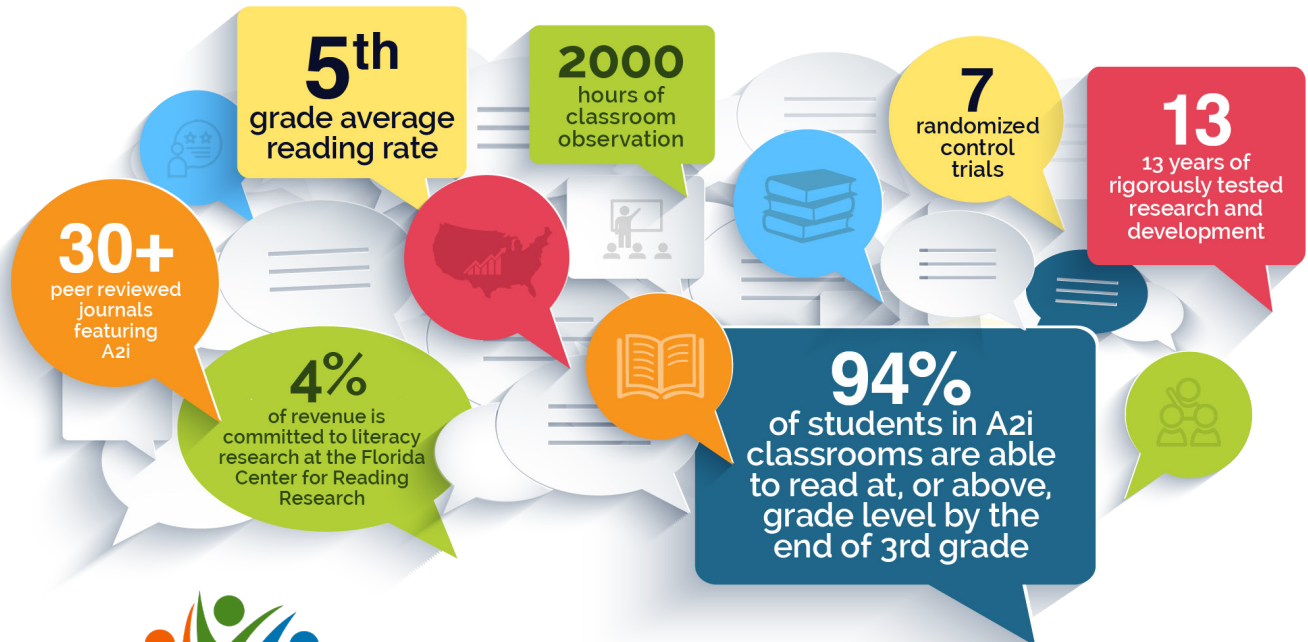
Dr. Carol Connor
Principal Researcher
and Creator of A2i



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LEARNING OVATIONS' A2i IS RESEARCH BASED AND PROVEN IN REAL CLASSROOMS



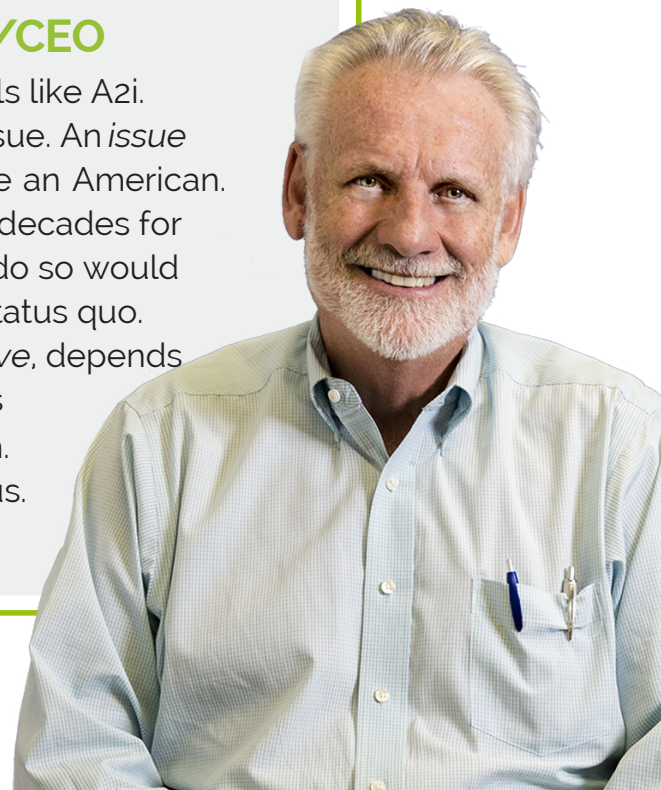
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A FINAL WORD FROM OUR FOUNDER/CEO

Urgency is needed to transform outcomes using tools like A2i. But this is not just an academic issue. It's an equity issue. An *issue of justice*. It goes to the heart of what it means to be an American. Educators must put their foot down. We cannot wait decades for school systems to catch up with current science. To do so would be to doom more generations. We must refuse the status quo. Our ability to function as a nation, not to mention, *thrive*, depends on a literate populace. Once we agree nothing else is acceptable we will enact full transformational growth. The time to change is now. Our children depend on us.

- Jay Connor, Founder/CEO



As Seen In:

Forbes

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

The New York Times

ies
NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE

THE DUMMIES
FOR EDUCATION

Science



DA
District Administration

The Pennsylvania Administrator, News 12, New York, News in Charlotte, IES, ASCD Education Update, Orange County Business Journal, Literacy Leaders Summit - Keynote for Equity and Leadership