



Burst[®] Reading

Early Literacy Intervention

The following charts display how Burst:Reading aligns to Title I, Part A; Title II, Part D; and IDEA, Part B guidelines.

Title I, Part A: Improving Basic Programs

PURPOSE: Ensure that students in high-poverty schools meet challenging state academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning.

GUIDELINE	Burst™:Reading
<p>Provide assistance to individual students assessed as needing help in meeting challenging state academic achievement standards</p>	<ul style="list-style-type: none"> ▶ Burst:Reading provides customized, need-based adaptive instruction for students most in need through a unique analysis of student item-level responses.
<p>Identify children who may be at risk of reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments</p>	<ul style="list-style-type: none"> ▶ Burst:Reading saves time and provides automatic identification of student instructional needs and identification of skills for which students are currently, or about to become, at risk and enables improved consistency in the identification process.
<p>Provide greater decision making authority and flexibility to schools and teachers</p>	<ul style="list-style-type: none"> ▶ Classroom teachers remain the focus of student learning, and instructional activities are teacher-led through Burst:Reading. ▶ In Wireless Generation’s professional services offerings, teachers use real-time student data as provided in online reports to learn how to identify student strengths and weaknesses and discover how to differentiate instruction accordingly. They also learn to use progress monitoring data to refine small groups and continue to target instruction appropriately. Principals and other leaders learn how to access high-level reports and use data to make important instructional and managerial decisions—promoting an important cultural shift in the school.
<p>Administer formative assessment and progress monitoring to help disadvantaged children reach proficiency</p>	<ul style="list-style-type: none"> ▶ Biweekly progress monitoring through Burst:Reading ensures that interventions are constantly adjusting to meet the needs of students as they work toward proficiency.
<p>Provide children an enriched and accelerated educational program, including additional services that increase the amount and quality of instructional time</p>	<ul style="list-style-type: none"> ▶ Burst:Reading ensures that students are provided additional instructional time that greatly increases their participation rates and aligns with their unique learning needs. ▶ Wireless Generation professional services are tailored to meet the needs of teachers and administrators with practice activities organized around actual student data. During these sessions, participants learn strategies for increasing the value of each instructional moment, which can be applied to individual, small group, and whole class instruction.



Title II, Part D: Enhancing Education Through Technology

PURPOSE: The goal of the Educational Technology State Formula Grants Program is to support improved student academic achievement through the use of technology in schools and support high-quality professional development focused on integrating curriculum and technology to improve instruction.

GUIDELINE	Burst™:Reading
<p>Promote initiatives that provide teachers, principals, and administrators with the capacity to integrate technology into curricula and instruction</p>	<ul style="list-style-type: none"> ▶ Burst:Reading makes data analysis simple, intuitive, and repeatable for stakeholders to ensure that consistent decision making is made for the benefit of student outcomes. ▶ Wireless Generation professional services are tailored to meet the needs of teachers with practice activities organized around student data. Professional services engagements are centered around analyzing frequently collected formative assessment data to differentiate instruction (at the teacher level), improve instructional leadership (at the principal level), and make more effective support, curriculum, and resource decisions (at the administrator level).
<p>Incorporate teacher education, professional development, and curriculum development and how the state will work to ensure that teachers and principals receiving funds under this part are technologically literate</p>	<ul style="list-style-type: none"> ▶ In Wireless Generation’s professional services offerings, teachers use real-time student data as provided in online reports to learn how to identify student strengths and weaknesses and discover how to differentiate instruction accordingly. They also learn to use progress monitoring data to refine small groups and continue to target instruction appropriately. Principals and other leaders learn how to access high-level reports and use data to make important instructional and managerial decisions—promoting an important cultural shift in the school.

IDEA, Part B: Individuals with Disabilities Education Act

PURPOSE: The IDEA governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to the age of 21. Districts and schools are permitted to use up to 15% of their IDEA funds for interventions and measurements to be used with Response to Intervention (RTI) services.

GUIDELINE	Burst™:Reading
<p>Develop and implement coordinated, early intervening education services for students in all grades, with a particular emphasis on students in Grades K-3, who have not been identified as needing special education or related services but need additional academic support to succeed in general education</p>	<ul style="list-style-type: none"> ▶ Burst:Reading allows teachers to provide small-group support to the students most at risk for failure. Unique in its approach, Burst:Reading drills down to specific student needs and has the flexibility to change as students learn and their ability grows. This intervention method saves time and aligns instructional materials with real-time student needs.

For more information, please visit www.wirelessgeneration.com/funding.