

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION**

**Request For Proposal
RFP# DOE-SGA-2012-15**

Submitted by



Istation

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1

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)**

Issue Date: September 25, 2012 RFP# DOE-SGA-2012-15
Title: Student Growth Assessments
Commodity Code: 92420
Issuing Agency: Commonwealth of Virginia
Virginia Department of Education
101 North 14th Street, 21st Floor
Richmond, Virginia 23219
Using Agencies: Local Education Agencies including
Virginia Public School Divisions and
Virginia Public Schools
Work to be Performed: Offsite

Initial Period Of Contract: From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name And Address Of Firm:
Imagination Station, Inc/dba Istation
8150 North Central Expressway
Suite 2000
Dallas, TX Zip Code: 75206
eVA Vendor ID or DUNS #: _____
Fax Number: (214) 291-5534
E-mail Address: boverturf@istation.com

Date: October 26, 2012
By: 
(Signature In Ink)
Name: Sandra K. Thomas
(Please Print)
Title: President & Chief Operating Officer
Telephone Number: () 972-643-3459

PREPROPOSAL CONFERENCE: An optional proposal conference will be held on Tuesday, October 9, 2012, at 10:00 am at 101 N. 14th Street, 25th Floor, Washington Conference Room (Reference Page 7, Section VII, herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 by October 5, 2012.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

October 17, 2012

ADDENDUM NO.1 TO ALL OFFERORS

Reference – Request for Proposal: RFP #DOE-SGA-2012-15
 Commodity: 92420
 Dated: September 25, 2012
 For Delivery To: Department of Education
 Sealed Proposals Due: 2:00 PM October 29, 2012
 Pre-proposal Conference: October 9, 2012

The above is hereby changed to read:

1. Reference Page 1, Using Agencies and Page 12, ADDITIONAL USERS: Add “, and consortia of Virginia Public School Divisions.”
2. Reference Page 5, B. SPECIFIC PROPOSAL INSTRUCTIONS: Add “6. Provide seven copies of each proposed assessment (for the evaluation panel and the procurement file). For assessments that are still under development, sample items may be submitted and should accompanied by additional information about the total number of items being developed for the proposed test.”
3. Reference Page 16, XI. PRICING SCHEDULE: Replace the title of column D with “Fixed Price per Year per Division.” Replace the title of Column E with “Unit Price (per test or per student).” Replace the title of column F with “Total Proposed Price for Scenario (Column D + (5,000 * Column E)). Replace the first sentence with the following: “For each assessment offered, using the scenario of a minimum of 5,000 units (tests or students, as stated in the proposal) STATEWIDE per year, the required information and pricing per year must be provided using the table layout below. The unit price entered in column E may be in addition to a fixed price entered in column D or instead of a fixed price entered in column D. If only a unit price is offered, “0” should be entered in column D. If only a fixed price is offered, “0” should be entered in column E. DOE will evaluate price based on the amount to be entered in column F (final fixed price + (the unit price times 5,000)). A school division who chooses to use the contract for a given year would actually pay the final fixed price + the final unit price times the number of tests actually administered.”

Note: A signed acknowledgment of this addendum must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original proposal document. The original proposal document must be signed.

Imagination Station, Inc. / dba Istation

Name of Firm

Signature /Title

Sincerely,

Marie G. Williams, VCO

Director of Accounting/Acting Director of Procurement

October 26, 2012

Date

TAB

2

XI. **PRICING SCHEDULE:** For each assessment offered, using the scenario of 5,000 tests, the required information, a fixed cost, a price per test, and the resulting total must be provided using the table layout below. For example, in column 1, enter the attachment number for the assessment for which you are indicating a price. The first number listed in column 1 will be “3,” as attachment numbers 1 and 2 are not related to the specific assessments being offered. No other pricing schedule will be accepted.

A. Assessment Description Attachment #	B. Name of Assessment	C. Content area	D. Fixed Price	E. Additional Price per Test	F. Total (Fixed Price + (5,000 * Additional Price per Test)
3	ISIP	Reading	\$25,000	\$5.00	\$25,000
3	Training		\$500 per webinar	\$500 per webinar	
			\$2,500 per trainer-on- site	\$2,500 per trainer-on- site	
	Training TOT		\$2,500 per trainer-on- site	\$2,500 per trainer-on- site	

TAB

3

Overview of the Istation Program

Istation offers an internet-based reading curriculum and assessment program that is designed to provide intervention to students in all of the areas and/or criteria for *No Child Left Behind Law (NCLBL)*. Developed using scientifically based reading research, *Istation* is a revolutionary, internet-based reading instruction and intervention program. The function of *Istation* is to assess students, deliver differentiated instruction, and provide immediate (instant) data to schools so that more informed decisions may be made.

The Istation Reading and Intervention Program's high quality instruction and valid assessment are both internet-delivered. The assessment, *ISIP, Istation's Indicators of Progress*, provides computer adaptive testing, CAT, and is web-based delivered. The universal screener and continuous progress monitoring tool assesses all of the critical areas of early reading development for students in grades PreK-12. This is accomplished through the administration of short tests that measures both accuracy and speed in performing reading skills. ISIP instantly analyzes results, calculates and compiles scores. From the ISIP results, students are automatically placed into the differentiated curriculum where they receive individualized instruction based on individual need. Provided as an integral part of intervention are downloadable Teacher Directed Lessons (TDLs) designed to further remediate and/or accelerate students' reading skills. [View Reading Intervention Program and Assessment flash drive in laminated sleeve in front of notebook.](#)

Istation serves as a Response to Intervention, RTI, solution. RTI is a method of academic intervention designed to provide early, effective assistance to children who are experiencing difficulty. *Istation* will assess students, deliver differentiated instruction, and provide immediate (instant) data to schools so that more informed decisions may be made regarding placement in tiered instruction. Tiered instruction is a function of federal and state guidelines to more aptly categorize instructional levels of students. Thus a Tier I student is high functioning and near or on expected grade level and may need only intermittent interventions to sustain their academic growth. Tier II students function below their expected grade level and need continual reading intervention to accelerate achievement. Tier III students function two or more levels below their expected grade level and need intensive intervention for their reading skills to grow.

EXPLANATION OF A PROPOSED TIER I-III RTI PLAN THAT INCLUDES Istation

<p>Tier I</p> <p>Benchmark Students This tier should meet the needs of most students meeting expected goals.</p> <p>40th percentile and above</p>	<ul style="list-style-type: none"> ✓ Should meet the needs of most students ✓ School’s core Language Arts program for 90 minutes per day ✓ Obtain benchmark assessments three times per year using the district’s choice of assessment already in place or ISIP as universal screener ✓ Obtain universal and diagnostic data from the assessment with <i>Istation’s ISIP</i> at the on-set of instruction ✓ Change instructional methodology and group in small groups for instruction ✓ Assess using <i>ISIP</i>; monitor for students bordering upon Tier 2 placement ✓ Obtain end of year assessment data using <i>ISIP</i> and district’s choice of Benchmark assessment <p>Evaluate, make changes, re-group for the subsequent year</p>
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<p>Tier II</p> <p>Students working below expected grade level</p> <p>20th -39th percentile</p>	<ul style="list-style-type: none"> ✓ Strategic needs students should be involved 60 minutes per day in direct instruction in the Tier I core reading curriculum ✓ An additional 30 minutes of reading intervention through <i>Istation</i> TDL’s ✓ Conduct whole group reading instruction, small group reading instruction, paired reading, active participation procedures ✓ Explicit, systematic instruction in scientifically research-based materials ✓ Monthly progress monitoring reports per year, are produced by <i>ISIP and on demand as needed</i> ✓ Students monitored in all five criteria of <i>NCLB</i> ✓ Technology automatically moves students into higher or lower tiers of <i>ISIP</i> ✓ Students who fail to make progress in Tier II, should receive a 1:1 instructional enrichment/intervention as provided in Teacher Resources (<i>Istation’s</i> Teacher Directed Lessons (TDLs)) ✓ TDLs can be with a paraprofessional, tutor, or teacher during a pull-out session. ✓ Instruction 1:1 should be intense and focus on different aspects of reading, based upon deficits shown through data collection. This becomes automatic with The <i>Istation</i> reports (Priority Report) <p>Note: If the district does not have a benchmark in place; use <i>ISIP</i> as the benchmark</p>
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<p>Tier III</p> <p>Students working 2 or more grade levels below</p> <p>Below 20th percentile</p>	<ul style="list-style-type: none"> ✓ Focus upon students with marked difficulties who have not responded to Tiers I and II instructions ✓ Intensive scientific research-based reading instruction for this tier ✓ Consist of small groups of instruction ✓ Tier III can remain in the core curriculum with Tier III instructional groups ✓ <i>Istation’s ISIP</i> assessment may also be used as a universal screening ✓ An additional 45-60 minutes per day of instruction; use TDLs/other interventions ✓ Continue to be assessed at frequent intervals using <i>Istation’s</i> assessment tool throughout the year to ensure identification of those students bordering upon Tier II placement (Progress Monitoring)
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Such a plan can be modified but provides a framework for ensuring appropriate intervention and acceleration.

ISIP ASSESSMENTS (Istation's Indicators of Progress)

The ISIP assessments were conceived as a web-based, computer administered assessment tool designed to be both student and teacher friendly. Assessments are student friendly in that each assessment session feels to the student like he or she is playing a fast paced computer game called, "Show What You Know" for PK-3 (Early Reading, ER). The PK-3 assessment program is also available in Spanish, and "Right Stuff University" for grades 4-12 (Advanced Reading, AR). The student engages in a series of fast-paced, ability tailored subtests requiring no more than 20-30 minutes to complete the total battery. After the completion of each subtest, the student will be incentivized to continue to achieve peak performance by the sharing of performance data and goal setting. Fluency is measured from grade one (second semester) through middle school or even high school if needed. The assessment is teacher friendly because it is computer administered, thus requiring little time commitment for the teachers; and yet, providing immediate, easily interpretable information about student progress. Further, teachers receive immediate class-wide feedback to assist with grouping and instructional targeted decisions, as well as link to downloadable lesson plans (Teacher Directed Lessons, TDLs) specific to target skills.

The most important job teachers have is to ensure that all children become competent readers. There is a wide consensus about what comprises the elements of effective reading instruction (e.g., National Reading Panel, 2008; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001; Snow, Burns, & Griffin, 1998). These elements are the same, whether the focus is prevention or intervention and include: phonemic awareness, alphabetic knowledge and decoding skills, fluency in word recognition and text processing, vocabulary, spelling and comprehension (Foorman & Torgesen, 2001). Likewise, consensus on the predictors of reading difficulties is emerging from longitudinal databases (e.g., Fletcher, Foorman, Bougousquie, Barnes, Schateschneider, & Francis, 2002, & O'Connor & Jenkins, 1999; Scarborough, 1998; Torgesen, 2002; Vellutino, Scanlon, & Lyon, 2000; Wood, Hill, & Meyer, 2005).

It is also well established that assessment-driven instruction is effective. Teachers who monitor their students' progress and use this data to inform instructional planning and decision-making, have higher student outcomes than those who do not (Conte & Hintze, 2000; Fuchs, Fuchs, Hamlett, & Ferguson, 1992; Mathes, Fuchs, Roberts, 1998). These teachers also have a more realistic conception of the capabilities of their students than teachers who do not regularly use student data to inform their decisions (Fuchs, Deno, & Mirkin, 1984; Fuchs, Fuchs, Hamlett, & Stecker, 1991; Mathes et al., 1998).

Computer application. The problem with Curriculum Based Measurement systems is that it has been cumbersome for teachers to utilize (Stecker & Whinnery, 1991). Teachers have to physically administer the tests to each child individually and then graph data by hand. The introduction of handheld technology has allowed for graphing of student results, but often information in this format is not available on a timely basis for all concerned. Even so, many teachers find administering the assessments onerous. The result has been that CBM has not been as widely embraced as would be hoped, especially

within general education. Computerized CBM applications are a logical step increasing the likelihood that continuous progress monitoring occurs more frequently with monthly or even weekly assessments.

Computerized Adaptive Testing (CAT). ISIP™ integrates computerized adaptive testing that accurately reflects the reading ability level of each student and measures growth over time. Adaptive assessments use interactive content to measure a student’s reading ability and skill development. Test questions range from easy to hard for each reading domain for Pre-Kindergarten through 12th grade students. To identify the student’s overall reading ability and individual skill ability, the difficulty of the test questions presented changes with every response. If a student answers questions correctly, ISIP presents more challenging questions until the student shows mastery or responds with an incorrect answer. When a student answers a question incorrectly, ISIP will present less difficult questions until the student begins answering correctly again. The ability score shows how a student is performing compared to their previous performance and to other students at the same grade level. [See Appendix A for Instructional Tier Goals for ISIP.](#) *Istation* provides a correlation of the ability scores with instructional reading levels. This tool assists teachers in selecting appropriate leveled reading texts for students. [See Appendix B for Reading Level Correlation chart.](#)

Each student that is assessed by ISIP at any grade level is automatically placed on his/her own individual learning path. The Priority Report denotes each student’s weaknesses, groups the student by tiers and identifies reading weaknesses. Then, automatically prescribes a TDL (lesson) to remediate the deficit skill. [See Sample Reports in Appendix C.](#)

Istation provides the following assessments: ISIP Early Reading (PK-3rd), ISIP Advanced Reading (4th-High School) and ISIP Español (PK-3) and ISIP Math (4-8) in development.

ISIP-ER Assessment (Grades PK-3)

Below is the chart indicating which subtests are initially given to students based on their grade level.

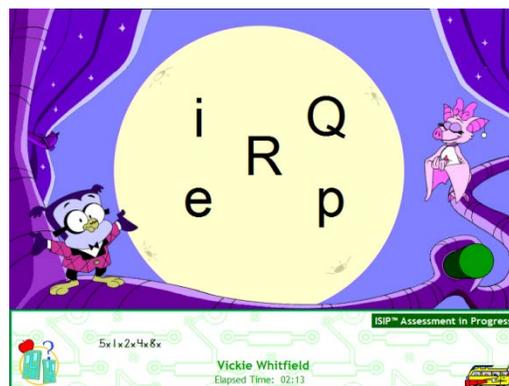
Grade	Subtests
Pre Kindergarten	Letter Knowledge Vocabulary Phonemic Awareness
Kindergarten	Listening Comprehension Phonemic Awareness Letter Knowledge Vocabulary
1st Grade	Phonemic Awareness Letter Knowledge Vocabulary Alphabetic Decoding Comprehension Spelling

	Text Fluency
2nd Grade	Vocabulary Comprehension Spelling Text Fluency
3 rd Grade	Vocabulary Comprehension Spelling Text Fluency

The subtests are described below



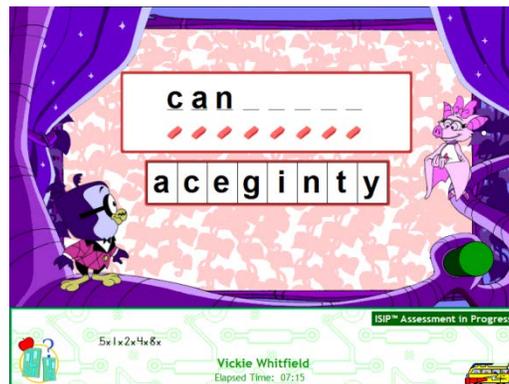
Phonemic Awareness (PA) - There are two types of items used to measure a student's Phonemic Awareness. In the first assessment type, four pictures appear on the screen at once. The narrator says the name of each picture, as the box around it highlights. Students are asked to click on the picture that has the same beginning sound as the sound produced orally by the narrator. In the second item type, four pictures appear on the screen, with a box in the middle of the pictures that contains an animated side view of a head. The narrator says the name of each picture, as the box around it highlights. The narrator says one of the words phoneme by phoneme, as the animated head produces each sound. The student is asked to click on the picture showing the word that has been spoken phoneme by phoneme.



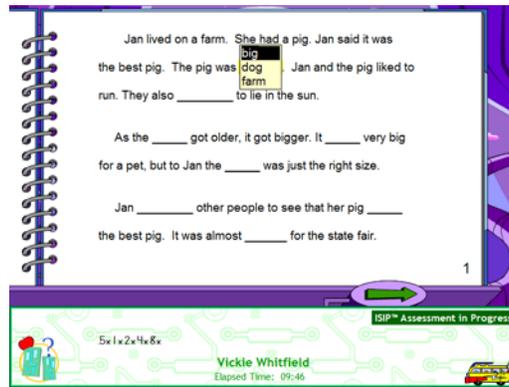
Letter Knowledge (LK) - Letter Knowledge subtest asks students to identify the symbol for a letter's name and sound. The computer presents items representing various upper and lower case letters. Five letters appear on the screen for each item. The narrator asks students to click on a particular letter or letter that represents a sound orally produced by the narrator.



Alphabetic Decoding (AD) - The objective of the Alphabetic Decoding subtest is for students to correctly identify non-words that are pronounced by the narrator. The narrator pronounces a non-word and the students choose from four items that appear on the screen. In this subtest, letters represent their most common sounds.



Spelling - The objective of the Spelling assessment is to determine if students are developing fully specified orthographic representation of words. For each item, an array of letters appears on the screen and the computer asks the student to spell a specific word using those letters. The student then spells the word by clicking on each letter. As each letter is selected, the word is formed on a line that appears directly above the letter array.



Text Fluency (TF) – Text Fluency is constructed in a very different manner than the other subtests. Students are assessed on their skills in reading text with meaning in a specified period of time. In order to assess text reading on the computer, a maze task is utilized in which every 5th or 8th word of grade-leveled stories is left blank from the text. The student is given 3 choices for each blank from which to choose the word that works best in the sentence. It is the student’s job to read the text, selecting the correct maze response for two minutes. This task has been shown to be highly correlated to measures of both fluency and comprehension and provide an oral fluency score.



Vocabulary - There are two types of items used to measure a student’s Vocabulary knowledge and to evaluate both the upper and lower bounds of knowledge. In the first item type, four pictures appear on the screen. The narrator asks the student to identify the picture that best illustrates the word spoken orally. In the second item type, four words appear on the screen. Each of the four words is spoken by the narrator. Students are asked to identify which word has the same or similar meaning of a word pronounced by the narrator.



Listening Comprehension (LC) - In this subtest, students are assessed on their ability to listen, understand, and answer comprehension questions based on short spoken stories. This is accomplished through selecting pictures to answer the questions asked by the narrator. In this task, a picture related to the story appears on the screen. The narrator reads aloud a short story to the student with no text present on the screen. The narrator then asks the student a question related to the story. The student chooses, from among four choices, the picture that best answers the question.



Reading Comprehension - In this subtest, students are assessed on their ability to read and understand sentences and paragraphs. This is accomplished through matching sentences with pictures and sentence completion tasks. Matching sentences with pictures assesses a student's knowledge of semantic and syntactic information where pictures can support their reading. In this task, a sentence and four pictures appear on the screen. The student reads the sentence and identifies the picture that best illustrates sentence meaning. Pictures are widely used in the early grades and diminish as the students read longer texts and higher levels of text. Sentence completion measures the students' ability to use word meanings and word order to understand a sentence. In this task, a sentence, sentences or a paragraph appears on screen. One word is deleted from the text. The student reads the text and must choose, from among four choices, the word that best completes the text.

The purposed ISIP-AR assessment is comprised of five subtests representing the four domains of reading; word analysis, fluency, vocabulary and comprehension. The domain of Word Analysis is assessed through the spelling subtest. The domain of Fluency is measured through the connected text fluency and silent reading fluency subtests. The domain of Vocabulary is measured by the vocabulary

subtest, and includes both general, content area, and academic vocabulary. The domain of Comprehension is measured by the comprehension subtest, and includes several types of comprehension abilities including: determining main idea, identifying cause and effect relationships and problem and solution, making inferences, and making critical judgments.

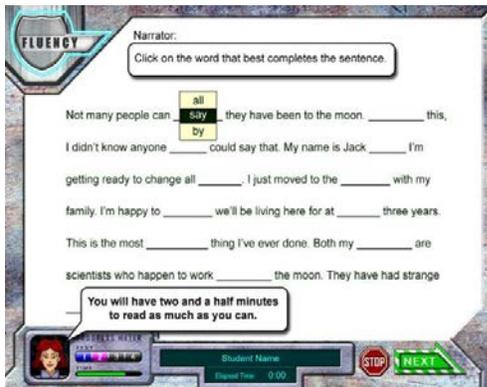
ISIP-AR Assessment (Grades 4-10)

Domain	Subtests
Word Analysis	Spelling
Fluency	Text Fluency Silent Reading Fluency
Vocabulary	Vocabulary in general Context area and academic
Comprehension	Main idea, inferences, critical thinking, Judgments, cause and effect

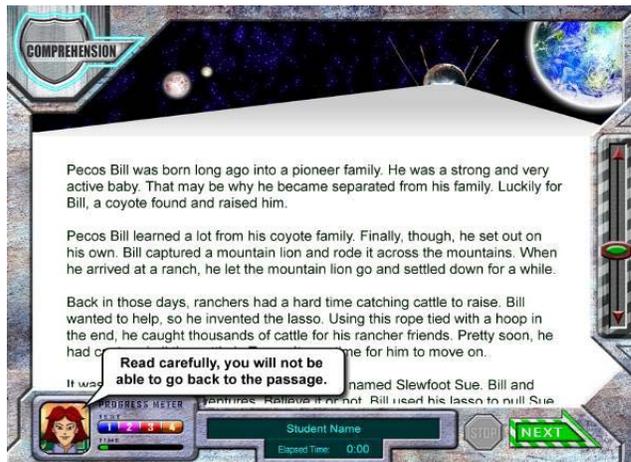
The subtests are described below



Word Analysis. For this subtest, a line appears on the screen above the graphic of a keyboard. The computer asks the student to spell a word. The computer then says the word in a sentence and repeats the word. Students use their computer keyboard to type the word. As they type, the letters will light-up on the keyboard that appears on the screen and the letters appear on the line in the order typed. The purpose of the computer screen monitor is to assist students in keeping their eyes on the screen, rather than looking at their fingers as they type. If a student needs to hear the word again, the student has the option to push on an icon to have the word repeated. Words were selected for the student based on the computer CAT procedure adapting to the child’s estimated ability level, regardless of age or grade level. Teachers will be able to access information on the difficulty of the items presented, the types of mistakes their students make, and what type of spelling instruction the student needs for improvement.



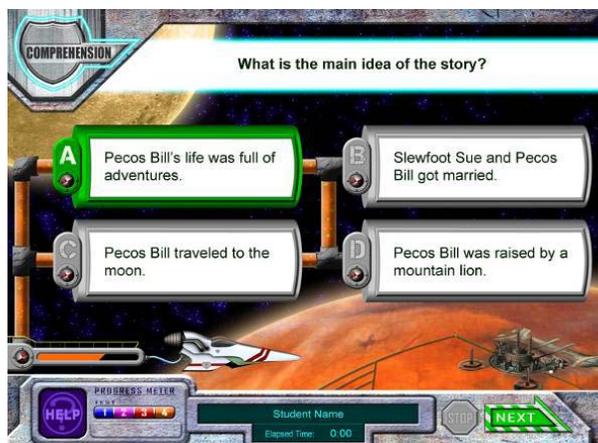
Connected Text Fluency. To complete connected text fluency, the computer tells students it is time to read a story and review the procedures. The first page then appears, and students perform the Maze task for two and one-half minutes, or until they complete the story. When students complete a page, they click on a button to turn the page and continue. The score obtained from this incorporates the number and accuracy of Maze items completed in the allocated time, as well as accounts for the number of words read between Mazes. Thus, the student has an oral fluency score that incorporates comprehension. This score, which was formulated for ISIP-AR, has been shown to better correlate to other measures of both DIBELS Oral Read Fluency and comprehension (Lyon & Kalinowski, 2008).



Silent Reading Fluency. For this subtest, the computer will announce that it is time to read a passage and answer questions. Students will be told that the computer is timing them as they read the passage, but that they need to read the passage carefully enough to understand the passage without returning to the text. Timing will begin when the passage appears on the page and will end when the student turns the page to begin answering comprehension questions regarding the content of the passage. Thus, the student receives an oral fluency score as he reads silently.



Vocabulary. Throughout the vocabulary assessment, there is a mix of general vocabulary words and content vocabulary words. The narrator reads the stem for each item. Students choose to hear the word choices by scrolling over each word on the screen. Students choose among four possible answers by clicking their mouse on their selected answers. The computer CAT program will match the difficulty of the items to the abilities of the students regardless of their age or grade level. Teachers can access reports of their students’ progress and needed areas of vocabulary instruction.



Reading Comprehension. To complete the comprehension subtest, students will first read a passage that appears on the screen. The computer will tell them to read the passage for meaning. When they are ready, they will turn the page and the first of 4 questions will appear. When they complete a question, the next question will automatically appear. During the test, students will not be allowed to go back to review the passage. All assessment items will be multiple choice, allowing the student to select from four possible answers. Students will select their answers by clicking their mouse on their selected responses. Teachers will be able to access information of the student’s text level, such as overall performance in comprehension based on the student ability index score. Teacher reports will include diagnostic information about skill specific deficits and recommendations for interventions to meet deficiencies.

NOTE:

WORKING MEMORY is installed so that a student cannot look back at passages once a passage has been read. This is to train students to read with comprehension. As a student reads and comprehends, the gist of the passage is retained but no details will be required in answers.

Teacher Directed Lessons (TDLs)

The TDLs are designed to provide research-based instruction in an easy-to-use format. These TDLs can readily be used to differentiate instruction in the classroom and can be sent home for continued instruction and practice. That is, if purchasing ISIP assessment only, all TDLs come free. There are over 1600 English TDLs.

As students are assessed by the ISIP assessments, the students having difficulty in one or more of the reading skills assessed will be noted on the Priority Report. A specific TDL will be prescribed for each identified need. These TDLs will include leveled reading material to provide differentiated reading skill instruction.

Writing is incorporated into the Istation program via TDLs. As students read books online, accompanying writing lessons that target the level of instruction of the students may be completed. The writing lessons emphasize the writing process and tips for good writing. Students are encouraged to revise and edit by checking for specific elements representative of their instructional level. Lessons provide writing prompts generated from the online reading. Lessons also include writing assignments for personal narratives, narrative and expository essays, and research. Graphic organizers are included to support the organization of writing.

Istation has assembled tools, lessons, and materials that can be used to differentiate instruction in the classroom and to help students become better readers. You will find comprehensive Teacher Directed Lessons and Materials that reinforce and extend the skills assessed and taught in the Istation Reading Program. A rich mix of differentiated approaches and leveled reading materials provides formats for all types of learners. Innovative ways to use these resources are provided to energize classroom practice.

There are two types of TDLs that accompany the Istation program (1) TDLs that are directly related to ISIP results are designed to remediate the reading needs identified from the ISIP. These TDLs are available for ISIP-ER and ISIP-AR; (2) TDLs that are curriculum based are designed to provide teachers with direct instruction lessons that are based in sequenced, reading activities. The ISIP TDLs are for grades PK-8th and are developed to follow the ISIP results: vocabulary, word analysis, comprehension and text fluency. TDLs provide the following:

- Provides direct instruction and introduction to concepts perfect for whole-group or small-group settings.
- Provide remediation and re-teaching through explicit, direct instruction for small groups and individuals who are struggling.
- Scaffolded lesson structure builds from basic to comprehensive to complex analysis.
- Interdisciplinary content in English and Reading, Social Studies and Humanities.

- Reading Strategies and skills taught: sequence, summarization, point of view, analyze plot, problem and solutions, sentence structure, subject-verb agreement, author's purpose, evaluations of reasoning in expository text, pronoun antecedent agreement, enferencing, bias and propaganda, main idea, cause and effect, and multiple vocabulary skills.

The district will determine the uses of the TDLs since they are retrieved from the online program and designed to be a strong intervention for identified reading needs, but are delivered to the student in one or more of the following ways:

- A teacher/person identified by the district delivers the instruction to the student
- A copy of the prescribed lesson is sent home to be delivered by a person from home

All Istation materials (assessment, and curriculum intervention) are available to English Language Learners and students with disabilities. Istation has multiple subscribers designated as ELL from the student just beginning to learn English to the student who is almost proficient or is considered to be proficient in English. Since Istation has an authentic assessment, ISIP Español (PK-3) and a Spanish intervention curriculum (PK-3), multiple students have begun their ELL instructional learning path in Spanish and have moved to English. Also, there are numerous dual language programs using the English and Spanish Istation program. Districts' using both have noted results depicting the trajectory of growth in English for their ELL learners.

Students with disabilities have used the Istation program since its inception. The accommodations for these students is noted in [Attachment #3, 2.3](#), please refer to Attachment 3. Districts such as Katy Independent School District, Cypress-Fairbanks Independent School District, Prince Georges County Public Schools, Hillsborough County Public Schools, and others began their use of Istation with disabled youngsters and then moved to use the program for all students, particularly for tiers II and III students. Istation demonstrates compliance with Section 508 of the American Disabilities Act in several ways such as:

- Reports with complex graphs are accompanied by equivalent data in a table format.
- A text equivalent for non-text elements are provided where necessary.
- Frames are given a title that describes the frame's purpose or content.

IV. 3 . a.

Organizational Structure of Staff Serving the RFP:

Oversight of Project

Sandra K. Thomas, President & Chief Operating Officer

Patrick A. Harrigan, Senior Vice President-National Sales Director

Sales Representatives

Ed Harris, Account Executive

Carl Vellenga, Senior Account Executive

Tom Shortt, Senior Advisor

Support Services

Daryl Webster, Director of Support Services

Training Department

Lori K. Lynch, Director of Training

Alicia A. Pruitt, Training & Intervention Specialist

Joyce G. Cullop, Training & Intervention Specialist

Other Services Available as Needed:

Tracey Roden, Vice President, Curriculum and Product Knowledge

Marsha Sonnenberg, Literacy Consultant

Alan C. Bugbee, Psychometrician

NOTE: Each of these Istation personnel has much influence over the series of the Istation products and training.

IV. 3 . b. Confidentially Plan

The Istation company has incorporated all known efforts to ensure the confidentiality of student data. To date, after being in business for 11 years, there have been no issues with any client regarding student confidentiality.

All data is housed with RackSpace an external host. See [Appendix D](#).

IV. 3 . c.

Training

The following describes the training model for all targeted audiences:

District Administrators, Campus Administrators and Teachers, this same model can be used for a Train the Trainer (TOT) model with additional time devoted to these TOT persons to be presenters and trainers for others.

Materials Needed for Training:

- Istation Interactive User Guide (on-line)
- Self-Paced Tutorials (on-line training center)
 - Pre-recorded webinars
 - Getting Started with the 5 Simple Steps (23 minutes)
 - After ISIP: What Reports Do I Use (28 minutes)
 - Data Driven Instruction: Using the Priority Report (29 minutes)

(These can be used prior to training, during training and after the initial training for review, for persons not present during the initial conference video, webinar or on-site presentation)

- Handouts - these will be available to participants who are involved in on-site, video conferencing and/or webinar:
 - Logging into the Istation website for Teachers and Administrators
 - Printing Student log-in cards
 - Student Login Instructions
 - ISIP Assessment – How Do I Know It is in Progress
 - Note taking page – The 4 Components
 - Reports Recommendations
 - Istation and RtI

NOTE: For all TOT participants, the powerpoint will be given to them to use in training others.

Enrollment:

- Each participant involved in training must have access to a computer during training.
- It is optimum that the sessions be held in a computer lab setting
- Thirty (30) persons for an onsite training is usual per trainer

Overview:

TOT Model:

Initial Training provides a comprehensive overview of Istation and prepares the trainer of trainers to implement Istation with fidelity, and to coach their campus/district peers on the steps to implement Istation. The session will teach the basics of Istation, the 5 simple steps to getting started, an overview of all of the purchased components of Istation, and a basic working knowledge of key reports for an initial implementation. At the conclusion of this training, participants will have the tools to coach on Istation, and to begin the initial implementation. It is suggested that the Trainer of Trainer's come to the training with a working knowledge of their campus technology schedules or rotations in order to understand where Istation will fit into their daily/weekly/monthly schedules.

Personal Model:

Initial training provides as comprehensive overview of Istation and prepares the participant to implement the Istation assessment with fidelity

The basis of Istation, the 5 Simple Steps to get started, an overview of all the components, and a basic working knowledge of key reports are taught for an initial implementation.

Administrators: (District & Campus)

This same training will provide these administrators with the knowledge to recognize encourage and support the implementation of the assessment program with an emphasis on their roles as leaders.

Objectives of Overall Training:

Participants will achieve the following objectives:

- Learn how Istation helps to ensure student success
- Learn how leadership/teacher/student accounts for Istation access will be accomplished

- Learn how to log into Istation
- Learn how to oversee student logins to the Istation student program
- Gain a general understanding of the web-based reporting system
- Learn how to target instruction using Istation's Indicator's of Progress (ISIP), the Priority Report and Teacher Directed Lessons and Supplemental Materials which all accompany the ISIP assessment

Time Allotment Needed for Training:

- 2-3 Hours needed for administrator's training
- 3-4 Hours needed for Implementation
- 6 Hours needed for TOT

Places for Training:

- Video Conferencing and/or Webinar.
 - This delivery mode of training is chosen by the state/district/school site, Istation personnel will make suggestions for grouping but will conduct training giving preference to the composite of the audience determined by the training recipients/schools.
- On-site:
 - Istation will work with the school/division to determine the most convenient site and times for delivery.

IV. 3 . d -e. Evidence of Experience / Local and State Contracts

The ISIP assessments are approved by the Texas Education Agency and are on the Texas Commissioner's List of approved assessments. Therefore, many Texas districts use the ISIP assessments in place of other assessments, such as DIBELS, etc. Also, the ISIP Kindergarten assessment is also used to show that a student is ready for Kindergarten. This test is used across the state, especially for students who have been enrolled in a Pre-Kindergarten program. Texas also requires that all 7th grade students are administered a reading assessment. The ISIP Advanced Reading also is approved for this purpose. Texas also requires a K-2 Reading assessment, Texas Primary Reading Inventory. The ISIP assessment is approved by the state to be used for this purpose also.

Istation won the competitive RFP for the state to provide intervention/supplemental reading instruction through the Student Success Initiative (SSI) named the Texas Student Initiative. This is available to all Texas students from grades 3-8. Approximately 1 million students are receiving Istation throughout the grant.

Istation has sufficient instructional resources to deliver the training, products and services described in this proposal. With existing implementations from the east to the west coast, *Istation* is assisting over 950,000 students in reaching their full reading potential. *Istation* has trained, implemented and serviced over 600 districts and 2500 schools nationwide. Over 80,000 teachers and staff have been trained in the past decade. Some of the Urban/Suburban Texas school districts being served include: Dallas ISD, Irving ISD, Garland ISD, and Cypress-Fairbanks, Prince Georges County Public Schools (MD),

Hillsborough County Public Schools (FL), Shelby County Public Schools (TN), Mooresville Graded School District (NC). Several statewide projects are being served in Virginia, Montana and Texas.

Results of the Use of Istation

There has been evidence from several school districts regarding the following: (1) decrease in referrals to special education. This is especially evident when “at-risk” students have been provided the ISIP™ assessment and Istation curriculum as an Early Intervening Service (EIS); (2) identified special education students whose IEP reflect lesser time needed in special education and more time in general education classes; (3) identified special education students whose IEP reflect total movement to the mainstream classroom; (4) schools moving out of AYP deficit status; (5) acceleration in reading achievement for the ELL population; (6) fewer referrals to the dyslexia program; (7) users with Striving Readers Grant to show growth; (8) uses as RTI as a screener, progress monitor, and instructional intervention; and (9) using ISIP as part of teacher evaluation.

From the list of references provided, at least one reference who has shown positive movement as related to each of the six issues stated above is listed below:

- Issue 1: Decrease in Special Education Referrals
 - Katy ISD, TX
 - Shelby County Public Schools, TN
 - Cy Fair ISD, TX
 - Hillsborough County, FL
- Issue 2: Decrease time in Special Education
 - Shelby County Public Schools, TN
 - Cy Fair ISD, TX
- Issue 3: Movement form Special Education to Mainstream
 - Shelby County Public Schools, TN
 - Cy Fair ISD, TX
 - Katy ISD, TX
- Issue 4: Moving from AYP deficit stats
 - Price Georges County Public Schools, MD
- Issue 5: Accelerated Reading Achievement in ELL populations
 - Seminole County, FL
 - HEB ISD, TX
- Issue 6: Fewer Referrals to the Dyslexia Program
 - Katy ISD, TX
 - Cy Fair ISD, TX
- Issue 7: Will use with Striving Readers Grant to show growth
 - Montana Department of Education
- Issue 8: Uses as RTI as a screener, progress monitor, and instructional intervention

Garland ISD, TX	Katy ISD, TX	Cy Fair ISD, TX
Dallas ISD, TX	Socorro ISD, TX	La Joya ISD, TX
Mission ISD, TX	Beaumont ISD, TX	La Porte ISD, TX
McKinney ISD, TX	Mesquite ISD, TX	Shelby County, TN
Hillsborough County, FL		
- Issue 9: Using ISIP as part of Teacher Evaluation (pilot)

- Price Georges County Public Schools, MD

Shelby County School District (Tennessee)

Shelby County School District uses the Istation program as the basis for their RTI program. Prior to the referral of students to their special education program, students must be assessed weekly for a 9-12 week period using the Istation assessment ISIP™. Shelby County special education department required all of ISIP™ data reports be submitted for review prior to a student being accepted in Special Education. The Istation program also has teacher directed lessons available related to each skill deficit noted by the assessment. Teachers must show they have provided such intervention. This can be done by a “click” by the teacher noting the date and name of teacher providing the intervention.

- Results: In 24 months the referral rates to special education were reduced from 38% to 11%. Shelby County officials credit the implementation of the RTI process based on the fidelity of implementation of the Istation program which includes, the online computer adaptive assessment, teacher directed lessons and the Istation online curriculum program.
- Now, 80% of Shelby County students are at a Tier I Level; 15% at a Tier II Level, and only 5% at a Tier III Level. Most of their Tier III students are in special education. Yet, they are able to show growth within Tier III.
- Shelby County Tier I students are progress monitored every other month. Both Tier II and Tier III students are progress monitored monthly.

Virginia

Marion Intermediate School (Smyth County, VA) consists of 430 third, fourth and fifth grade students. This school had not made AYP for the last two years. After using the Istation assessment and curriculum during the 2009-2010 school year, the percentage of all students passing the SOL reading test jumped from 79% to 90%.

The Virginia Department of Education required schools who had not met AYP to use the Istation assessment program in the five months prior to their state’s high stakes test. The state test in reading scores rose 5% across the state. Kathleen Smith, at the state department credits the increase to teachers and administrators, actually having valid assessment data from which to work. The following year, the schools that did not make AYP were be required to not only use the ISIP™ assessment but also the online reading curriculum for intervention.

Montana

The state of Montana has adopted the Istation system assessment system and intervention program as their system for their statewide Striving Readers Grant. All of the professional development providers and administrators have received training in the use of ISIP results and how to use the TDLs for instruction to note student growth.

Texas

The state of Texas has recently awarded a highly competitive RFP to Istation as an legislative initiative known as Student Success Initiative (SSI), then renamed Texas Success Initiative (TSI). All students in Texas in grades 3-8 are eligible to receive the services of the Istation assessment (ISIP) and the

curriculum, including the TDLs. This grant began in September, 2012 and now is serving over 1 million students with additional student being enrolled weekly. The state will receive feedback on student usage and growth during the year. Therefore, both formative and summative feedback will be available for data accumulation.

Evaluation of Teachers:

The Virginia Board of Education has issued Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, and Guidelines for Uniform Performance Standards and Performance Criteria for Principals that student academic progress account for 40 percent of the summative evaluation rating. Similar requirements are under review with the use of Student Growth Percentiles for even superintendents. It should be noted that the ISIP assessment results are note in percentiles. Therefore, with the use of ISIP SGPs can be used in teacher evaluations also. The teacher/principal will have much formative data (at least one per month) to assist in providing optimal instruction to ensure student growth and provide additional measures of accountability.

The value added model used with Istation is described in [Appendix E](#). The Evaluation of Teachers using Istation reports is described in [Appendix F](#) with descriptions and sample reports. Also, please see Charlotte Danielsons' and Robert Marzano's professional development pieces that show alignment to Istation. These are found in [Appendix G](#).

IV. 3 . f. References

Dr. DeAnna McClendon
Director of Childhood and Elementary Education
Shelby County School District
901.321.2623
dmcclendon@scsk12.org

Mary Bell or Wanda Rankin
Coordinating Supervisor of Instruction Special Education
Prince Georges County Public Schools
301.702.2890
mary.bell@pgcps.org
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Kathleen Smith
Director of School Improvement
Virginia Department of Education
804.225.2865
Kathleen.smith@doe.virginia

TAB

4

Small Business Subcontracting Plan

Definitions

Small Business: "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: This shall not exclude DMBE-certified women- and minority-owned businesses when they have received DMBE small business certification.

Women-Owned Business: Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or non-citizens who are in full compliance with the United States immigration law.

Minority-Owned Business: Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) by the due date of the solicitation to participate in the SWAM program. Certification applications are available through DMBE online at www.dmbv.virginia.gov (Customer Service).

Offeror Name: Imagination Station, Inc. / dba Istation

Preparer Name: Sandra K. Thomas **Date:** October 26, 2012

Instructions

- A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.
- B. If you are not a DMBE-certified small business, complete Section B of this form. For the offeror to receive credit for the small business subcontracting plan evaluation criteria, the offeror shall identify the portions of the contract that will be subcontracted to DMBE-certified small business in this section. Points will be assigned based on each offeror's proposed subcontracting expenditures with DMBE certified small businesses for the initial contract period as indicated in Section B in relation to the offeror's total price.

Section A

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a (check only one below):

- Small Business
- Small and Women-owned Business
- Small and Minority-owned Business

Certification number: _____ Certification Date: _____

Section B

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

B. Plans for Utilization of DMBE-Certified Small Businesses for this Procurement

Small Business Name & Address DMBE Certificate #	Status if Small Business is also: Women (W), Minority (M)	Contact Person, Telephone & Email	Type of Goods and/or Services	Planned Involvement During Initial Period of the Contract	Planned Contract Dollars During Initial Period of the Contract
Totals \$					

Please See Appendix M

TAB

5

State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. The offeror:

is a corporation or other business entity with the following SCC identification number: F184521-5

-OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

TAB

6

Offeror Name: Istation

Proposed Assessment Name: ISIP Early Reading / ISIP Advanced Reading

Content Area(s) and Grade Level(s) Assessed: Reading PK-10th

Section 1: Overview of Tests

Requirement:
1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.
All subtests are administered on the computer and are web-based. All assessments are computer adaptive (CAT). Each of the subtest are described on pages 4-12 in the Overview in IV B. 3 Narrative section of this proposal. Since the assessments are computer adaptive, there are no equivalent forms. See explanation of CAT assessments on page 4 in the Overview/Narrative section. Each test is described by an overall view of the subtests and a test blueprint for each subtest being proposed on pages 4-9 for ISIP Early Reading and pages 9-12 for ISIP Advanced Reading.

Requirement:
1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.
All of the ISIP assessments are aligned to the SOL. See ISIP Correlations to Virginia SOL in Appendix H .

Section 2: Technical Characteristics

Requirement:
2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).

Requirement:

Chapter 5 of both ISIP Early Reading and ISIP Advanced Reading Technical Manuals carefully provide the details of the entire process, discussions and conclusions regarding the validity of these assessments. The Technical Manuals are located on the Flash Drive.

Content Validity

- **Early Reading ISIP** – All test items are credited in the developmental areas of reading as suggested by the National Reading Panel, 2000. Then, items underwent review by a panel of reading specialists. Next, the items were piloted and then calibrated under a 2PL-IRT model. Finally, the item parameters found to be an unacceptable fit statistically in regard to the subtest they measured were removed from the pool. Thus, the operational items are perceived to be an accurate representation of the domains/subtests they intend to measure. See pages 72-73 of the Early Reading ISIP Technical Manual for further explanation.
- **Advanced Reading ISIP** – In Chapter 2 of the Technical Manual for ISIP Advanced Reading, the theoretical underpinnings for each subtest were presented. The item pool was created with a review of state standards for California, Florida, Texas and New York.

Concurrent Validity

- **Early Reading** - The Pearson product movement, coefficients between ISIP-Early Reading and subtests and the external measures illustrated in Table 19 on page 73 establish the evidence for this validity. See pages 72-74 ISIP Early Reading Technical Manual.
- **Advanced Reading** – Was established by computing Pearson Product moment correlation efficient between ISIP Advanced Reading subtests and norm referenced external measures with established psychometrics. See page 65 of ISIP Advanced Technical Manual for further explanation.

Because of the extent of the validity study all of validity measures establish a very strong case for using assessment results to support inferences about effectiveness of teachers in producing growth in student performance.

Currently, there is application of Charlotte Danielson's work and some application of Robert Marzano's work. Please see [Appendix G](#) correlation of Charlotte Danielson's "Framework for Teaching to Istation". This document uses each of Danielson's four domains and all of her suggested teacher practices and aligns to Istation's assessments, Teacher Directed Lessons (TDLs) and on-line curriculum. Thus, a school using ISIP assessments can readily use the correlation to assist teachers in becoming better influences on student achievement by helping teachers instruct in a more efficient manner. Robert Marzano's Nine Categories of Instructional Practices has also been correlated to the Istation program. Please see [Appendix G](#) for a full description of the correlation. This too, can assist principals and teachers in providing effective professional development in enhancing the teachers' instructional techniques and in turn increasing student achievement.

Requirement:

2.2

Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

Chapter 5 of both ISIP Early Reading and ISIP Advanced Reading Technical Manual carefully provide the details of reliability issues. The Technical Manuals are located on the Flash Drive.

Reliability

Requirement:

- **Early Reading** – Cronbach’s coefficient alpha is used with the IRT analogue to classical internal consistency to compare the internal consistencies of classical test data to IRT – based test data. The lower limit of the marginal reliability for any testing instance for ISIP will always be approximately 0.90. Page 71-72, 74 of Early Reading Technical Manual
Test – Retest Reliability – was established by computing the Pearson product moment correlation efficient between ISIP Early Reading administrations. See tables 16-18 on pages 71-72 regarding the stability of the scores between testing instances, even when four months apart. Pages 71-74 of Early Reading Technical Manual for further explanation.
- **Advanced Reading** – The IRT analogue to classical internal consistency is marginal reliability. The lower limit of this marginal reliability of the data for any testing instance of ISIP-Advanced Reading is always approximately 0.90. Pages 50 and 73 of Advance Reading Technical Manual for further explanation.
Test-Retest Reliability – Assessments were done in October, and again in November with time between administrations ranging from 3 to 7 weeks. See tables on page 51 of Advanced Reading Technical Manual. The data suggests consistently high levels of internal consistency. Page 73 of Advanced Reading Technical Manual for further explanation.

Requirement:

2.3

Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

Many of Istation’s clients began using the ISIP assessments with their student sub groups, including English Language Learners (ELLs) and students with disabilities. ISIP assessments have been approved by the Council of Administrators of Special Education (CASE) for the past 5 years. The Teaches Directed Lessons (TDLs) accommodate ELL learners with instructional modifications provided for teachers to easily use during instruction. The entire Istation program has been correlated to the ELPs (English Language Proficiencies) in Texas. There is evidence of much evidence growth for both ELLS and students with disabilities throughout user populations.

In adhering to Section 504 and accommodations for students with disabilities, please review the following accommodations:

Modifications/Accommodations for Students with Disabilities

Istation provides persons and employees with disabilities access comparable to access to persons without disabilities with the exception of a totally blind or totally deaf disabled person. Accommodations and modifications are specified below that will assist persons (adults and students) with a disability with access to *Istation Reading*.

Several functions of *Istation* serve as modifications and/or accommodations for special needs students which typify the universal design of *Istation*:

- Touch Screen Overlay - This is a USB touch screen that can be applied to monitors and acts like a standard pointing device. Special needs specialists have been pleased that *Istation Reading* works so well with the touch-screen overlay. Even a student using a head stylus can use this device.
- Zoom Tech zooming software - This is a type of software that allows the user to zoom in to a very

Requirement:

low screen resolution (so things get bigger) with automatic scrolling of the screen when the mouse is moved. This is extremely helpful for the visually impaired.

- Placement in the curriculum - Students' Overall Ability Score is measured on an individual basis. The program then allows each child to receive instruction at his/her ability level. If a student is guessing and/or randomly clicking in the program as opposed to showing effort, the program will alert the teacher through a performance report.
- In *Istation Reading*, the program models the expected fluency rate for each level on the presented stories. The words are sounded out phonologically and phonetically with illustrations to provide multiple ways for a student to learn. Stories are available to be read to the student as needed.
- Illustrated sentences are provided from single skill readers to multiple skill readers.

Students are placed into Istation Reading based on their performance on the ISIP assessment. If they are performing poorly on a particular area, they are given re-teaches to reinforce the skill.

Please peruse several clients claims of positive student reactions to use of the Istation program in the area denoting capacity on pages in Section IV.3. d-e, pages 16-19. Also please review data in [Appendix I](#) in reference to ELL growth.

Requirement:

2.4

Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.

The very nature of computer adaptive assessments provides for items much lower and much higher than the grade level the student is in. Since, the student begins the assessment at the mid-level of the grade level he is in or supposed to be in, but moves upward or downward due to his responses to each test item, they are then placed at their true instructional level. See further explanation of the CAT assessment on page 4 of the IV B 3 Narrative. The Item Response Theory (IRT) process was used to ensure the ability continuum, see the Technical Manuals on Flash Drive. The tails of the score distribution have been carefully attended to for percentiles and/or grade levels to accurately measure the students' instructional level at each assessment. Thus, continuous progress monitoring can be done to accurately measure growth. See instructional tier goals in [Appendix A](#).

Section 3: Use of Assessment as a Measure of Growth

Requirement:

3.1

Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.

At present there are several state agencies using ISIP as a measure of student growth: (1) The state of Montana is using ISIP as the growth measure for their Statewide Striving Readers Grant; (2) The state

Requirement:

of Texas is using ISIP and the total istation program as their Texas Success Initiative (TSI) assessment to show growth and actually correlate to increased scores on their state test, STAAR. This initiative is a legislative endeavor being offered to all students in Texas as a supplemental/intervention program. As of mid October 2012, there are 1 million students enrolled.; (3) The state of Virginia has used the ISIP assessment as measure of student growth for the past 2-3 years if the district/school is not meeting AYP.

In 37 states and in 6 countries, over 1.8 million students achievement growth is being measured by the ISIP assessment process. Because of the continuous progress monitoring, growth or lack thereof can be measured automatically see references in [Appendix J](#), and see Capacity in 16-19.

Requirement:

3.2

Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.

The ISIP assessments employ a computer-adaptive model to measure growth. The Istation company provides for a longitudinal measure of growth over as many years as the ISIP assessment is in use in the school. The setting and details of the standard studies are depicted by the Instructional Tier Goals and the studies are described in the Technical Manuals for ISIP Early Reading (Pk-3), and ISIP Advanced Reading (4th-8th). The Technical Manuals carefully describe the details of the research done with tables to ensure that the methodology met psychometric standards for CAT assessment.

Requirement:

3.3

Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.

There are over 6000 items in the ISIP Early Reading and ISIP Advanced Reading. Therefore the students' scores are not impacted by multiple exposures to the same items. The large number of items provide s the parameters for the very useful formative assessments (progress monitoring) to assist principals and teachers in providing optimal instruction.

Requirement:

Requirement:
3.4 Describe the procedures used to validate the measures of growth.
<p>The procedures used to validate the measures of growth can be found on page 40 of the Advanced Reading Technical Manual. Both Early Reading ISIP and Advanced Reading ISIP use the identical methods to construct the Instructional Tier Goals.</p> <p>Thus, growth is measured using these Instructional Tier Goals. Review in Chapter 1 of both Technical Manuals. Also. Review these goals in Appendix A.</p>

Section 4: Test Administration Procedures

Requirement:
4.1 Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?
<p>The ISIP assessments are designed to be administered multiple times during the year. The initial assessment provides the baseline, benchmark and/or universal screen. From this point forward, the student will automatically be progress monitored one time per month or as often as needed. For example, in some districts/schools/divisions/states, Tier III students require progress monitoring every two weeks. Also, there are some clients who do not wish to progress monitor Tier I students on a monthly basis. Therefore, some of these only benchmark 3 to 4 times per year. Research purports that the more data points available to denote a students' instructional path, the more likely that students' teacher will be able to provide the opportunities for optimal learning. It should be noted that the ISIP assessment program provides multiple formative assessments and arrives at a summative result using multiple data points not a once-per-year data point as in most high stakes testing.</p>

Requirement:
4.2 Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.
<p>Each school/client is provided exact procedures for enrolling their students in the program. A spreadsheet of students with their identifiers can easily be submitted. After each assessment, data is collected, disaggregated and becomes immediately available for all persons involved and approved by the district to review the data. All data is maintained by the Istation company and securely managed</p>

Requirement:

as noted in [Appendix D](#). Training and Support provide the procedures and assist with such to expedite the implementation of the assessment.

Requirement:

4.3

Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc).

Due to the ISIP assessment being delivered and totally administered on-line, there are no materials needed for test administration. Training will be provided to all persons facilitating the assessment either by video conferencing, webinars or on-site. All training materials are available on-line or via the website. See Section on training in IV. 3. c. on pages 14-16.

Requirement:

4.4

Provide examples of the test administration manuals to be used with the assessment(s).

Since the test is delivered totally on-line, all instructions are provided before and during the student's interaction with the assessment. The narrator provides all instructions constructive criticism and encouragement as the student works through the assessment. There are no test booklets nor answer documents. The school is not responsible for any materials for the student to be assessed, then ensuring the student can be working at a computer. In the Technical Manual, the narrator's dialogue and directions are provided under Teacher and Lab Preparations and Administrative Guidelines in Chapter 1.

Requirement:

4.5

Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler,

Requirement:
highlighter) available to students for testing.
All assessments are computer delivered, requiring the minimum requirements for hardware and software as can be seen in Appendix K . All assessments are hosted by the vendor, Istation. See the screenshots of the subtests for relative interface for delivery to students in IV B 3, Narrative, pages 4-12.

Requirement:
4.6 Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.
See responses to 2.3 for explanation of accommodations for students with disabilities. Also see example of TDL with modifications for ELL in Appendix L .

Requirement:
4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.
All assessments are scored by the computer. All reports are available instantaneously after the student completes the assessment.

Section 5 : Scoring and Reporting

Requirement:
5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.
All reports are scored by the computer. There is little or no chance for human error. The quality control that the computer program upholds far exceeds other methods of scoring and reporting.

Requirement:

5.2

Describe the type of reporting provided (e.g, static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.

All reports are immediately and electronically available upon completion of the assessment. As the district/school elects to use the ISIP assessment, a decision will be made as to which division or school personnel will have accessibility to each of the reports. These reports are available per student, class, school or division. All such designations of the reports are completed by Istation upon receipt of the schools/divisions decisions. A list of reports and samples of reports are in [Appendix C](#).

Requirement:

5.3

Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.

The interactive User's Guide tool (on-line) provides the client with explanations and directions on interpreting the reports. There are also training videos (on-line) to assist users with the interpretation. Istation creates customized reports for users per request. The Training Department can provide onsite training as desired.

Schools/divisions can request specific demographic reports. Istation welcomes the input and varied requests so that the client is able to make the best use of their students' data. Also specific groups of students can be identified for reporting purposes so that comparisons can be made for teachers/evaluators.

Appendix

A

Instructional Tier Goals

The objective of ISIP™ is to identify students potentially at risk of reading failure. Estimated ability level indices are used from each subtest to determine a student's overall estimated reading ability index. The student's overall reading ability index is used as the dividing line to determine students potentially at risk. Skill goals and criteria become progressively more difficult with each assessment period.

Students are placed into one of three instructional tiers:

- Tier 1-Students performing at grade level
- Tier 2-Students performing moderately below grade level and in need of intervention
- Tier 3-Students performing seriously below grade level and in need of intensive intervention

ISIP Early Reading - Overall Reading

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<153	153-159	>159	<176	176-184	>184	<196	196-203	>203	<219	219-227	>227	<231	231-239	>239
September	<156	156-161	>161	<176	176-184	>184	<197	197-204	>204	<219	219-228	>228	<233	233-241	>241
October	<157	157-164	>164	<179	179-186	>186	<200	200-207	>207	<221	221-230	>230	<233	233-241	>241
November	<158	158-166	>166	<182	182-190	>190	<201	201-210	>210	<222	222-231	>231	<233	233-242	>242
December	<162	162-170	>170	<185	185-193	>193	<204	204-212	>212	<224	224-232	>232	<235	235-244	>244
January	<162	162-171	>171	<187	187-195	>195	<207	207-216	>216	<227	227-235	>235	<236	236-246	>246
February	<166	166-176	>176	<189	189-197	>197	<208	208-217	>217	<227	227-235	>235	<236	236-246	>246
March	<167	167-178	>178	<191	191-198	>198	<211	211-220	>220	<228	228-236	>236	<237	237-247	>247
April	<169	169-180	>180	<193	193-200	>200	<212	212-221	>221	<229	229-238	>238	<238	238-248	>248
May	<172	172-182	>182	<195	195-202	>202	<217	217-225	>225	<232	232-240	>240	<241	241-251	>251
June	<172	172-182	>182	<195	195-202	>202	<217	217-225	>225	<232	232-240	>240	<241	241-251	>251
July	<172	172-182	>182	<195	195-202	>202	<217	217-225	>225	<232	232-240	>240	<241	241-251	>251

ISIP Early Reading - Letter Knowledge

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<143	143-152	>152	<173	173-182	>182	<196	196-204	>204						
September	<145	145-153	>153	<173	173-182	>182	<196	196-204	>204						
October	<148	148-159	>159	<176	176-185	>185	<199	199-208	>208						
November	<151	151-161	>161	<177	177-186	>186	<199	199-208	>208						
December	<155	155-165	>165	<179	179-187	>187	<199	199-208	>208						
January	<155	155-167	>167	<179	179-188	>188	<199	199-208	>208						
February	<160	160-172	>172	<179	179-188	>188	<199	199-208	>208						
March	<161	161-175	>175	<180	180-189	>189	<199	199-208	>208						
April	<163	163-176	>176	<180	180-189	>189	<199	199-208	>208						
May	<167	167-179	>179	<183	183-192	>192	<199	199-208	>208						
June	<167	167-179	>179	<183	183-192	>192	<199	199-208	>208						
July	<167	167-179	>179	<183	183-192	>192	<199	199-208	>208						

ISIP Early Reading - Phonemic Awareness

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August				<173	173-181	>181	<194	194-201	>201						
September				<173	173-181	>181	<194	194-201	>201						
October				<174	174-183	>183	<196	196-203	>203						
November				<176	176-186	>186	<196	196-203	>203						
December				<178	178-187	>187	<196	196-203	>203						
January				<179	179-188	>188	<196	196-203	>203						
February				<179	179-188	>188	<196	196-203	>203						
March				<180	180-188	>188	<196	196-203	>203						
April				<181	181-188	>188	<196	196-203	>203						
May				<183	183-191	>191	<196	196-203	>203						
June				<183	183-191	>191	<196	196-203	>203						
July				<183	183-191	>191	<196	196-203	>203						

ISIP Early Reading - Alphabetic Decoding

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August				<178	178-185	>185	<196	196-203	>203	<193	193-201	>201			
September				<178	178-185	>185	<197	197-204	>204	<194	194-203	>203			
October				<179	179-185	>185	<199	199-207	>207	<194	194-203	>203			
November				<196	196-202	>202	<201	201-209	>209	<194	194-203	>203			
December				<196	196-202	>202	<203	203-211	>211	<194	194-204	>204			
January				<196	196-202	>202	<206	206-215	>215	<194	194-204	>204			
February				<197	197-203	>203	<207	207-216	>216	<194	194-204	>204			
March				<198	198-204	>204	<209	209-219	>219	<194	194-204	>204			
April				<198	198-205	>205	<211	211-220	>220	<194	194-204	>204			
May				<200	200-206	>206	<214	214-223	>223	<194	194-209	>209			
June				<200	200-206	>206	<214	214-223	>223	<194	194-209	>209			
July				<200	200-206	>206	<214	214-223	>223	<194	194-209	>209			

ISIP Early Reading - Comprehension

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August							<187	187-200	>200	<218	218-230	>230	<232	232-240	>240
September							<190	190-200	>200	<219	219-230	>230	<234	234-242	>242
October							<192	192-203	>203	<219	219-232	>232	<234	234-242	>242
November							<195	195-205	>205	<220	220-233	>233	<234	234-242	>242
December							<197	197-208	>208	<222	222-235	>235	<234	234-243	>243
January							<202	202-212	>212	<226	226-236	>236	<235	235-244	>244
February							<204	204-213	>213	<226	226-236	>236	<235	235-244	>244
March							<205	205-217	>217	<226	226-236	>236	<235	235-244	>244
April							<208	208-219	>219	<227	227-238	>238	<235	235-246	>246
May							<212	212-224	>224	<231	231-240	>240	<239	239-249	>249
June							<212	212-224	>224	<231	231-240	>240	<239	239-249	>249
July							<212	212-224	>224	<231	231-240	>240	<239	239-249	>249

ISIP Early Reading - Vocabulary

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<166	166-172	>172	<184	184-192	>192	<199	199-211	>211	<218	218-226	>226	<228	228-240	>240
September	<169	169-174	>174	<184	184-192	>192	<199	199-211	>211	<218	218-227	>227	<231	231-240	>240
October	<169	169-174	>174	<186	186-193	>193	<200	200-211	>211	<219	219-229	>229	<231	231-242	>242
November	<169	169-175	>175	<188	188-195	>195	<200	200-213	>213	<219	219-229	>229	<232	232-243	>243
December	<169	169-179	>179	<190	190-197	>197	<203	203-214	>214	<221	221-232	>232	<235	235-247	>247
January	<169	169-179	>179	<191	191-198	>198	<207	207-217	>217	<224	224-234	>234	<236	236-248	>248
February	<173	173-182	>182	<193	193-199	>199	<207	207-218	>218	<224	224-235	>235	<237	237-250	>250
March	<173	173-183	>183	<194	194-201	>201	<209	209-220	>220	<225	225-235	>235	<239	239-251	>251
April	<175	175-185	>185	<195	195-203	>203	<210	210-221	>221	<227	227-238	>238	<240	240-254	>254
May	<175	175-185	>185	<197	197-206	>206	<214	214-224	>224	<229	229-240	>240	<243	243-257	>257
June	<175	175-185	>185	<197	197-206	>206	<214	214-224	>224	<229	229-240	>240	<243	243-257	>257
July	<175	175-185	>185	<197	197-206	>206	<214	214-224	>224	<229	229-240	>240	<243	243-257	>257

ISIP Early Reading - Spelling

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August							<199	199-203	>203	<218	218-225	>225	<230	230-241	>241
September							<199	199-204	>204	<218	218-225	>225	<230	230-241	>241
October							<200	200-207	>207	<220	220-227	>227	<230	230-241	>241
November							<202	202-210	>210	<220	220-229	>229	<230	230-241	>241
December							<205	205-214	>214	<223	223-230	>230	<231	231-243	>243
January							<208	208-216	>216	<224	224-233	>233	<233	233-244	>244
February							<209	209-219	>219	<225	225-233	>233	<233	233-245	>245
March							<212	212-220	>220	<225	225-236	>236	<236	236-246	>246
April							<214	214-223	>223	<227	227-237	>237	<236	236-247	>247
May							<217	217-224	>224	<230	230-240	>240	<238	238-249	>249
June							<217	217-224	>224	<230	230-240	>240	<238	238-249	>249
July							<217	217-224	>224	<230	230-240	>240	<238	238-249	>249

ISIP Early Reading - Text Fluency

Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August										<0	0-18	>18	<35	35-59	>59
September										<0	0-18	>18	<38	38-62	>62
October										<12	12-38	>38	<39	39-67	>67
November										<14	14-40	>40	<39	39-67	>67
December										<21	21-46	>46	<39	39-67	>67
January							<0	0-6	>6	<21	21-46	>46	<44	44-67	>67
February							<0	0-6	>6	<21	21-46	>46	<44	44-67	>67
March							<0	0-6	>6	<25	25-53	>53	<44	44-67	>67
April							<0	0-11	>11	<28	28-53	>53	<49	49-74	>74
May							<1	1-22	>22	<37	37-61	>61	<50	50-74	>74
June							<1	1-22	>22	<37	37-61	>61	<50	50-74	>74
July							<1	1-22	>22	<37	37-61	>61	<50	50-74	>74

Note: The Text Fluency subtest is not used in determining the Overall Reading ability index.

Instructional Tier Goals

The objective of ISIP™ is to identify students potentially at risk of reading failure. Estimated ability level indices are used from each subtest to determine a student's overall estimated reading ability index. The student's overall reading ability index is used as the dividing line to determine students potentially at risk. Skill goals and criteria become progressively more difficult with each assessment period.

Students are placed into one of three instructional tiers:

- Tier 1-Students performing at grade level
- Tier 2-Students performing moderately below grade level and in need of intervention
- Tier 3-Students performing seriously below grade level and in need of intensive intervention

ISIP Advanced Reading - Overall Reading

Assessment Month	4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			9th Grade			10-12th Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<1676	1676-1781	>1781	<1754	1754-1873	>1873	<1792	1792-1910	>1910	<1855	1855-1962	>1962	<1895	1895-2028	>2028	<1895	1895-2028	>2028	<1895	1895-2028	>2028
September	<1682	1682-1789	>1789	<1760	1760-1880	>1880	<1798	1798-1918	>1918	<1857	1857-1968	>1968	<1897	1897-2032	>2032	<1897	1897-2032	>2032	<1897	1897-2032	>2032
October	<1688	1688-1797	>1797	<1765	1765-1887	>1887	<1804	1804-1926	>1926	<1859	1859-1975	>1975	<1900	1900-2036	>2036	<1900	1900-2036	>2036	<1900	1900-2036	>2036
November	<1694	1694-1805	>1805	<1770	1770-1894	>1894	<1810	1810-1934	>1934	<1860	1860-1981	>1981	<1903	1903-2039	>2039	<1903	1903-2039	>2039	<1903	1903-2039	>2039
December	<1701	1701-1812	>1812	<1776	1776-1902	>1902	<1816	1816-1942	>1942	<1862	1862-1987	>1987	<1905	1905-2043	>2043	<1905	1905-2043	>2043	<1905	1905-2043	>2043
January	<1841	1841-1959	>1959	<1930	1930-2043	>2043	<1965	1965-2089	>2089	<1998	1998-2123	>2123	<2032	2032-2158	>2158	<2032	2032-2158	>2158	<2032	2032-2158	>2158
February	<1849	1849-1972	>1972	<1935	1935-2050	>2050	<1968	1968-2092	>2092	<2002	2002-2127	>2127	<2035	2035-2161	>2161	<2035	2035-2161	>2161	<2035	2035-2161	>2161
March	<1858	1858-1985	>1985	<1940	1940-2057	>2057	<1972	1972-2096	>2096	<2005	2005-2130	>2130	<2038	2038-2165	>2165	<2038	2038-2165	>2165	<2038	2038-2165	>2165
April	<1867	1867-1998	>1998	<1945	1945-2064	>2064	<1975	1975-2099	>2099	<2008	2008-2134	>2134	<2042	2042-2168	>2168	<2042	2042-2168	>2168	<2042	2042-2168	>2168
May	<1876	1876-2011	>2011	<1950	1950-2071	>2071	<1978	1978-2102	>2102	<2012	2012-2137	>2137	<2045	2045-2172	>2172	<2045	2045-2172	>2172	<2045	2045-2172	>2172
June	<1876	1876-2011	>2011	<1950	1950-2071	>2071	<1978	1978-2102	>2102	<2012	2012-2137	>2137	<2045	2045-2172	>2172	<2045	2045-2172	>2172	<2045	2045-2172	>2172
July	<1876	1876-2011	>2011	<1950	1950-2071	>2071	<1978	1978-2102	>2102	<2012	2012-2137	>2137	<2045	2045-2172	>2172	<2045	2045-2172	>2172	<2045	2045-2172	>2172

ISIP Advanced Reading - Comprehension

Assessment Month	4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			9th Grade			10-12th Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<1640	1640-1827	>1827	<1712	1712-1942	>1942	<1773	1773-1986	>1986	<1794	1794-2029	>2029	<1857	1857-2116	>2116	<1857	1857-2116	>2116	<1857	1857-2116	>2116
September	<1640	1640-1831	>1831	<1712	1712-1946	>1946	<1773	1773-1991	>1991	<1794	1794-2033	>2033	<1857	1857-2116	>2116	<1857	1857-2116	>2116	<1857	1857-2116	>2116
October	<1640	1640-1835	>1835	<1712	1712-1950	>1950	<1773	1773-1997	>1997	<1794	1794-2037	>2037	<1857	1857-2116	>2116	<1857	1857-2116	>2116	<1857	1857-2116	>2116
November	<1640	1640-1839	>1839	<1712	1712-1955	>1955	<1773	1773-2002	>2002	<1794	1794-2041	>2041	<1857	1857-2116	>2116	<1857	1857-2116	>2116	<1857	1857-2116	>2116
December	<1640	1640-1842	>1842	<1712	1712-1959	>1959	<1773	1773-2007	>2007	<1794	1794-2045	>2045	<1857	1857-2116	>2116	<1857	1857-2116	>2116	<1857	1857-2116	>2116
January	<1845	1845-2012	>2012	<1960	1960-2107	>2107	<1988	1988-2150	>2150	<2056	2056-2226	>2226	<2124	2124-2302	>2302	<2124	2124-2302	>2302	<2124	2124-2302	>2302
February	<1845	1845-2012	>2012	<1960	1960-2107	>2107	<1995	1995-2157	>2157	<2063	2063-2233	>2233	<2131	2131-2309	>2309	<2131	2131-2309	>2309	<2131	2131-2309	>2309
March	<1845	1845-2017	>2017	<1960	1960-2107	>2107	<2002	2002-2165	>2165	<2070	2070-2241	>2241	<2137	2137-2317	>2317	<2137	2137-2317	>2317	<2137	2137-2317	>2317
April	<1850	1850-2026	>2026	<1960	1960-2111	>2111	<2009	2009-2172	>2172	<2076	2076-2248	>2248	<2144	2144-2324	>2324	<2144	2144-2324	>2324	<2144	2144-2324	>2324
May	<1859	1859-2034	>2034	<1960	1960-2119	>2119	<2016	2016-2180	>2180	<2083	2083-2256	>2256	<2151	2151-2332	>2332	<2151	2151-2332	>2332	<2151	2151-2332	>2332
June	<1859	1859-2034	>2034	<1960	1960-2119	>2119	<2016	2016-2180	>2180	<2083	2083-2256	>2256	<2151	2151-2332	>2332	<2151	2151-2332	>2332	<2151	2151-2332	>2332
July	<1859	1859-2034	>2034	<1960	1960-2119	>2119	<2016	2016-2180	>2180	<2083	2083-2256	>2256	<2151	2151-2332	>2332	<2151	2151-2332	>2332	<2151	2151-2332	>2332

ISIP Advanced Reading - Word Analysis

Assessment Month	4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			9th Grade			10-12th Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<1732	1732-1858	>1858	<1810	1810-1930	>1930	<1846	1846-1948	>1948	<1903	1903-2002	>2002	<1932	1932-2051	>2051	<1932	1932-2051	>2051	<1932	1932-2051	>2051
September	<1741	1741-1867	>1867	<1819	1819-1937	>1937	<1854	1854-1956	>1956	<1908	1908-2009	>2009	<1937	1937-2057	>2057	<1937	1937-2057	>2057	<1937	1937-2057	>2057
October	<1749	1749-1876	>1876	<1827	1827-1944	>1944	<1862	1862-1965	>1965	<1914	1914-2016	>2016	<1941	1941-2062	>2062	<1941	1941-2062	>2062	<1941	1941-2062	>2062
November	<1758	1758-1886	>1886	<1835	1835-1951	>1951	<1870	1870-1974	>1974	<1919	1919-2024	>2024	<1946	1946-2068	>2068	<1946	1946-2068	>2068	<1946	1946-2068	>2068
December	<1766	1766-1895	>1895	<1843	1843-1958	>1958	<1878	1878-1982	>1982	<1924	1924-2031	>2031	<1951	1951-2073	>2073	<1951	1951-2073	>2073	<1951	1951-2073	>2073
January	<1842	1842-1966	>1966	<1922	1922-2036	>2036	<1929	1929-2076	>2076	<1951	1951-2094	>2094	<1973	1973-2113	>2113	<1973	1973-2113	>2113	<1973	1973-2113	>2113
February	<1844	1844-1975	>1975	<1922	1922-2044	>2044	<1931	1931-2077	>2077	<1953	1953-2096	>2096	<1975	1975-2115	>2115	<1975	1975-2115	>2115	<1975	1975-2115	>2115
March	<1846	1846-1984	>1984	<1922	1922-2052	>2052	<1933	1933-2079	>2079	<1955	1955-2098	>2098	<1978	1978-2117	>2117	<1978	1978-2117	>2117	<1978	1978-2117	>2117
April	<1848	1848-1994	>1994	<1922	1922-2060	>2060	<1935	1935-2081	>2081	<1958	1958-2100	>2100	<1980	1980-2119	>2119	<1980	1980-2119	>2119	<1980	1980-2119	>2119
May	<1849	1849-2003	>2003	<1922	1922-2067	>2067	<1938	1938-2083	>2083	<1960	1960-2102	>2102	<1982	1982-2121	>2121	<1982	1982-2121	>2121	<1982	1982-2121	>2121
June	<1849	1849-2003	>2003	<1922	1922-2067	>2067	<1938	1938-2083	>2083	<1960	1960-2102	>2102	<1982	1982-2121	>2121	<1982	1982-2121	>2121	<1982	1982-2121	>2121
July	<1849	1849-2003	>2003	<1922	1922-2067	>2067	<1938	1938-2083	>2083	<1960	1960-2102	>2102	<1982	1982-2121	>2121	<1982	1982-2121	>2121	<1982	1982-2121	>2121

ISIP Advanced Reading - Vocabulary

Assessment Month	4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			9th Grade			10-12th Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<1576	1576-1664	>1664	<1654	1654-1744	>1744	<1715	1715-1784	>1784	<1770	1770-1833	>1833	<1811	1811-1911	>1911	<1811	1811-1911	>1911	<1811	1811-1911	>1911
September	<1585	1585-1674	>1674	<1663	1663-1753	>1753	<1720	1720-1793	>1793	<1773	1773-1844	>1844	<1814	1814-1919	>1919	<1814	1814-1919	>1919	<1814	1814-1919	>1919
October	<1594	1594-1685	>1685	<1673	1673-1763	>1763	<1726	1726-1802	>1802	<1776	1776-1854	>1854	<1818	1818-1927	>1927	<1818	1818-1927	>1927	<1818	1818-1927	>1927
November	<1603	1603-1695	>1695	<1683	1683-1772	>1772	<1732	1732-1810	>1810	<1780	1780-1864	>1864	<1822	1822-1936	>1936	<1822	1822-1936	>1936	<1822	1822-1936	>1936
December	<1612	1612-1705	>1705	<1692	1692-1781	>1781	<1738	1738-1819	>1819	<1783	1783-1874	>1874	<1825	1825-1944	>1944	<1825	1825-1944	>1944	<1825	1825-1944	>1944
January	<1756	1756-1858	>1858	<1848	1848-1937	>1937	<1927	1927-2056	>2056	<1958	1958-2096	>2096	<1990	1990-2136	>2136	<1990	1990-2136	>2136	<1990	1990-2136	>2136
February	<1778	1778-1886	>1886	<1865	1865-1961	>1961	<1930	1930-2060	>2060	<1962	1962-2100	>2100	<1993	1993-2140	>2140	<1993	1993-2140	>2140	<1993	1993-2140	>2140
March	<1800	1800-1914	>1914	<1882	1882-1985	>1985	<1933	1933-2064	>2064	<1965	1965-2104	>2104	<1996	1996-2144	>2144	<1996	1996-2144	>2144	<1996	1996-2144	>2144
April	<1821	1821-1941	>1941	<1900	1900-2009	>2009	<1936	1936-2068	>2068	<1968	1968-2108	>2108	<1999	1999-2148	>2148	<1999	1999-2148	>2148	<1999	1999-2148	>2148
May	<1843	1843-1969	>1969	<1917	1917-2032	>2032	<1940	1940-2072	>2072	<1971	1971-2112	>2112	<2003	2003-2152	>2152	<2003	2003-2152	>2152	<2003	2003-2152	>2152
June	<1843	1843-1969	>1969	<1917	1917-2032	>2032	<1940	1940-2072	>2072	<1971	1971-2112	>2112	<2003	2003-2152	>2152	<2003	2003-2152	>2152	<2003	2003-2152	>2152
July	<1843	1843-1969	>1969	<1917	1917-2032	>2032	<1940	1940-2072	>2072	<1971	1971-2112	>2112	<2003	2003-2152	>2152	<2003	2003-2152	>2152	<2003	2003-2152	>2152

ISIP Advanced Reading - Text Fluency

Assessment Month	4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			9th Grade			10-12th Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	<17	17-56	>56	<48	48-90	>90	<61	61-106	>106	<70	70-124	>124	<72	72-126	>126	<72	72-126	>126	<72	72-126	>126
September	<21	21-61	>61	<49	49-93	>93	<61	61-107	>107	<70	70-125	>125	<72	72-126	>126	<72	72-126	>126	<72	72-126	>126
October	<28	28-77	>77	<51	51-95	>95	<61	61-108	>108	<70	70-125	>125	<72	72-126	>126	<72	72-126	>126	<72	72-126	>126
November	<30	30-82	>82	<52	52-98	>98	<61	61-109	>109	<70	70-126	>126	<72	72-126	>126	<72	72-126	>126	<72	72-126	>126
December	<30	30-84	>84	<53	53-101	>101	<61	61-110	>110	<70	70-126	>126	<72	72-126	>126	<72	72-126	>126	<72	72-126	>126
January	<54	54-105	>105	<79	79-124	>124	<102	102-137	>137	<120	120-158	>158	<120	120-158	>158	<120	120-158	>158	<120	120-158	>158
February	<55	55-107	>107	<83	83-128	>128	<110	110-138	>138	<121	121-163	>163	<123	123-163	>163	<123	123-163	>163	<123	123-163	>163
March	<56	56-109	>109	<87	87-132	>132	<118	118-139	>139	<122	122-167	>167	<128	128-169	>169	<128	128-169	>169	<128	128-169	>169
April	<57	57-112	>112	<91	91-136	>136	<126	126-140	>140	<126	126-172	>172	<133	133-178	>178	<133	133-178	>178	<133	133-178	>178
May	<58	58-114	>114	<95	95-140	>140	<134	134-141	>141	<134	134-177	>177	<138	138-188	>188	<138	138-188	>188	<138	138-188	>188
June	<58	58-114	>114	<95	95-140	>140	<134	134-141	>141	<134	134-177	>177	<138	138-188	>188	<138	138-188	>188	<138	138-188	>188
July	<58	58-114	>114	<95	95-140	>140	<134	134-141	>141	<134	134-177	>177	<138	138-188	>188	<138	138-188	>188	<138	138-188	>188

Note: The Text Fluency subtest is not used in determining the Overall Reading ability index.

Appendix

B

Reading Level Correlation

Available below is the Correlation of ISIP Overall Ability Scores with Instructional Reading Levels.

Grade Level	ISIP Early Reading Ability Scores	ISIP Advanced Reading Ability Scores	DRA2 Developmental Reading Assessment	Lexile Levels	Guided Reading Fountas & Pinnell Levels	Basal Reading Levels		
Kinder	184-186		A-1	< 200	A	Readiness		
	187-190		2		B			
	191-202		3-4		C			
First Grade			6	200-299	D	Pre-Primer		
	203-207		8		E			
			10		F			
	208-215		12		G	Primer		
			14		H			
			16		I			
Second Grade	216-226		18	300-399	J	1st Grade		
					K			
	227-230	1543 or less	20		400-499		L	2nd Grade
	231-234	1544-1614	24					
	235-239	1615-1652	28					
		30	500-599	M	2nd Grade			
240-244	1653-1737							
Third Grade				600-699	N	3rd Grade		
	245-250	1738-1785	34		O			
	251-265	1786-1896	38		700-749		P	
Fourth Grade			40	Q		4th Grade		
	266-277	1897-2050		R				
Fifth Grade			50	750-849	S	5th Grade		
	278-288	2051-2100		850-899	T			
Sixth Grade			60	900-949	U-V	6th Grade		
	289+	2101-2123		950-999				
Seventh Grade			N/A	1000-1100	Y-Z	7th & 8th Grade		
		2124-2160						
Eighth Grade								
		2160+						

Disclaimer:

This table does not reflect an empirical study of alignment among the leveling systems. Each publisher uses its own technical

definitions of grade level and implements its own criteria about the level of comprehension needed to demonstrate grade level performance. Educators should not interpret or treat this table as definitive and should take individual differences into account when selecting text and planning instruction.

Appendix

C

Executive Summary

John Adams Elementary

istation Demo School District
School Year: 2010 - 2011



as of Mon May 16 2011 15:07:57 GMT-0500 (Central Daylight Time)

ISIP™, istation’s Indicators of Progress, is an Internet delivered computer adaptive testing system for monthly or more frequent benchmark or progress monitoring assessments.

ISIP integrates computerized adaptive testing that accurately reflects the reading ability level of each student and measures growth over time.

The objective of ISIP is to identify students potentially at risk of reading failure. Ability level indexes are used from each subtest to determine a student’s overall reading ability index.

Below you will find data from **John Adams Elementary** that has been collected for **April 2011**. The students’ overall reading ability index is used as the dividing line to determine students potentially at risk.

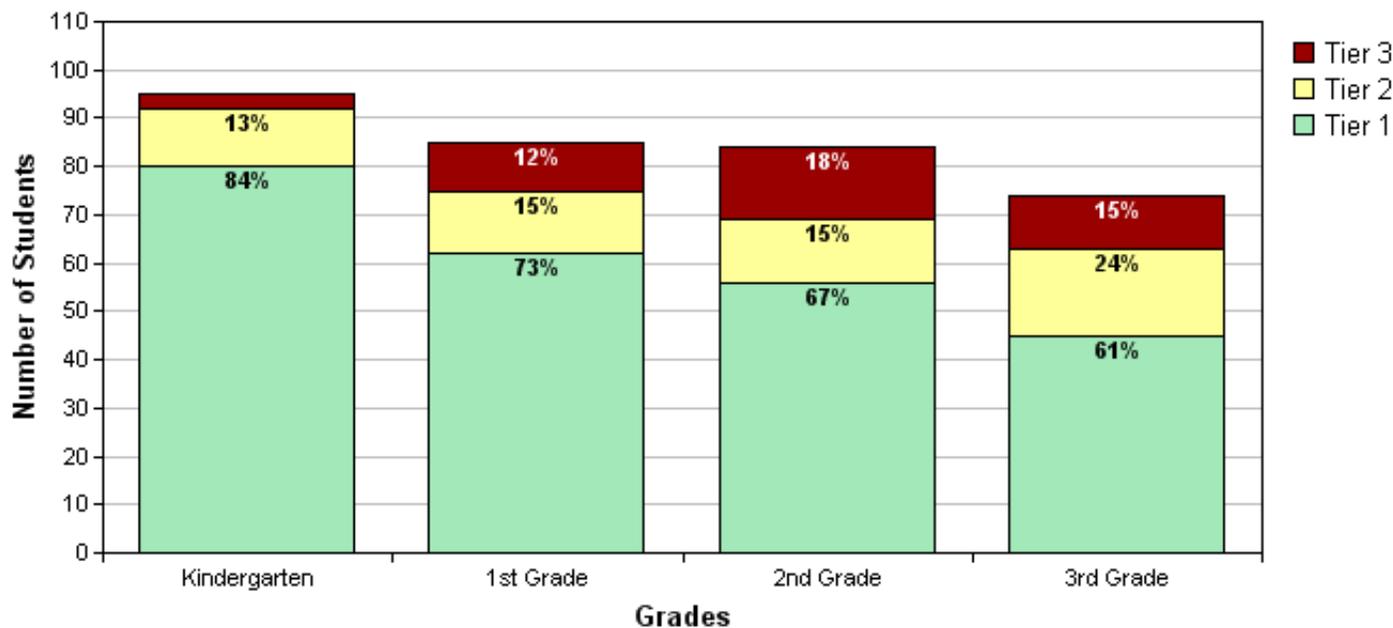
Students are placed into one of three instructional tiers:

- Tier 1-Students performing at grade level
- Tier 2-Students performing moderately below grade level and in need of intervention
- Tier 3-Students performing seriously below grade level and in need of intensive intervention

ISIP™ Summary

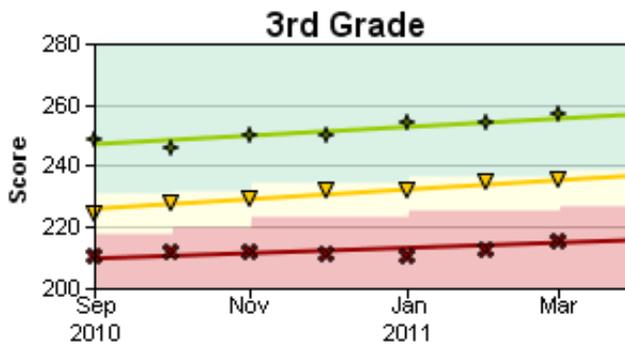
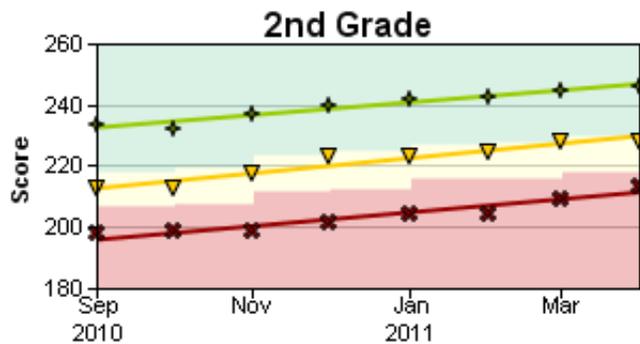
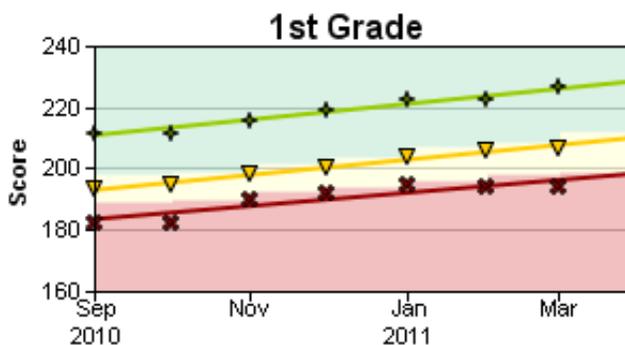
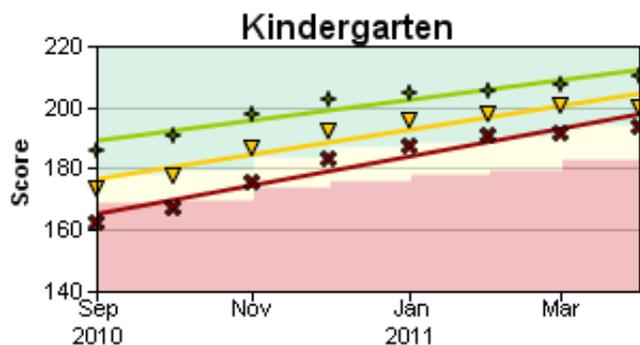
Total number of students who have been assessed using ISIP in April: 337

All Grades - April 2011



The ISIP Summary Report shows the number and percentage of students at each instructional tier by grade for the current month.

ISIP™ Skill Growth Report by Tier Level - Overall Reading



- Range for Tier 1
 - Range for Tier 2
 - Range for Tier 3
 - Monthly Avg: Tier 1
 - Monthly Avg: Tier 2
 - Monthly Avg: Tier 3
 - Trendline: Tier 1
 - Trendline: Tier 2
 - Trendline: Tier 3
 - Monthly Average
 - Trendline (no tier)
- The following skills are included in Overall Reading:
- Letter Knowledge
 - Phonemic Awareness
 - Alphabetic Decoding
 - Comprehension
 - Vocabulary
 - Spelling

The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.



ISIP Cumulative Review
istation Demo School District
ISIP Early Reading (PK-3)
School Year: 2010 - 2011

Total number of students using the istation Reading Program: 512

Total number of students who have been assessed using ISIP™, istation's Indicators of Progress, in May: 0

ISIP™ Cumulative Review - Overview

ISIP™, Istation's Indicators of Progress, is an Internet delivered computer adaptive testing system for monthly or more frequent benchmark or progress monitoring assessments.

ISIP integrates computerized adaptive testing that accurately reflects the reading ability level of each student and measures growth over time.

The objective of ISIP is to identify students potentially at risk of reading failure. Ability level indices are used from each subtest to determine a student's overall reading ability index.

On the following pages you will find data from **Istation Demo School District** that has been collected for the **2010 - 2011** school year.

Students are placed into one of three instructional tiers:

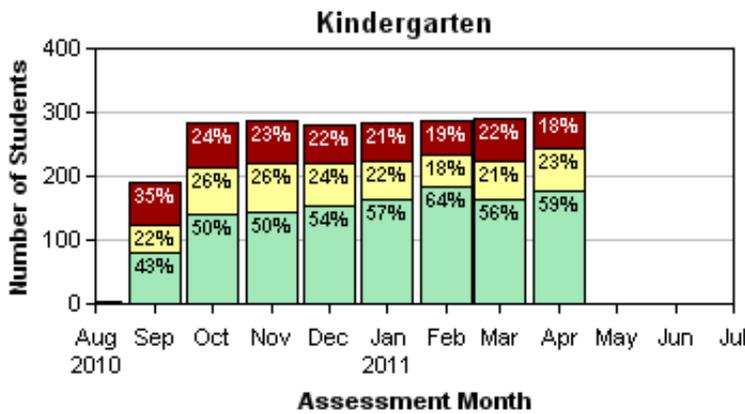
- Tier 1-Students performing at grade level
- Tier 2-Students performing moderately below grade level and in need of intervention
- Tier 3-Students performing seriously below grade level and in need of intensive intervention

Computerized Adaptive Testing (CAT)

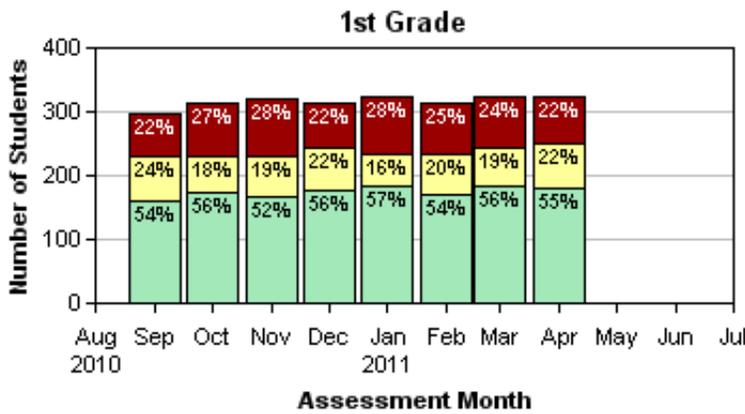
ISIP integrates computerized adaptive testing that accurately reflects the reading ability level of each student and measures growth over time.

Adaptive assessments use interactive content to measure a student's reading ability and skill development. Test questions range from easy to hard for each reading domain. To identify the student's overall reading ability and individual skill ability, the difficulty of the test questions presented changes with every response. If a student answers questions correctly, ISIP presents more challenging questions until the student shows mastery or responds with an incorrect answer. When a student answers a question incorrectly, ISIP will present less difficult questions until the student begins answering correctly again. The ability index shows how a student is doing compared to their previous performance and to other students at the same grade level.

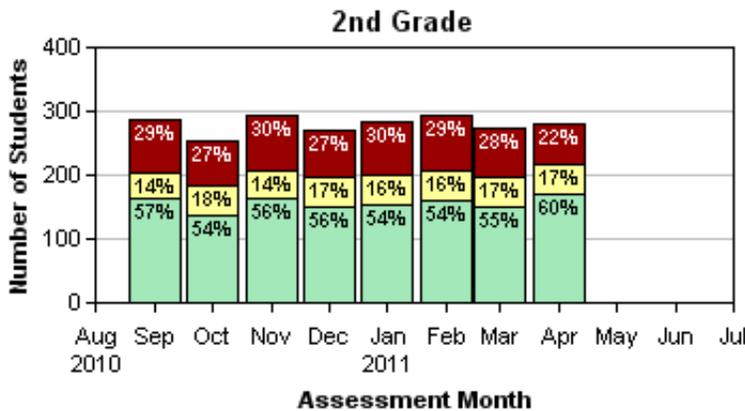
ISIP Tier Movement Report - Overall Reading



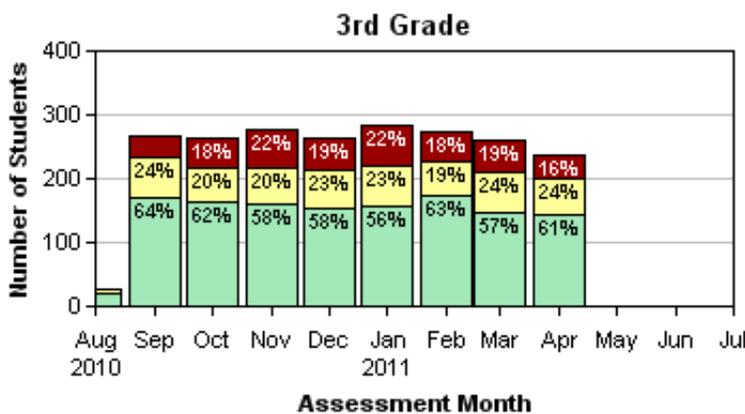
Kindergarten - May
0 total Students



1st Grade - May
0 total Students



2nd Grade - May
0 total Students



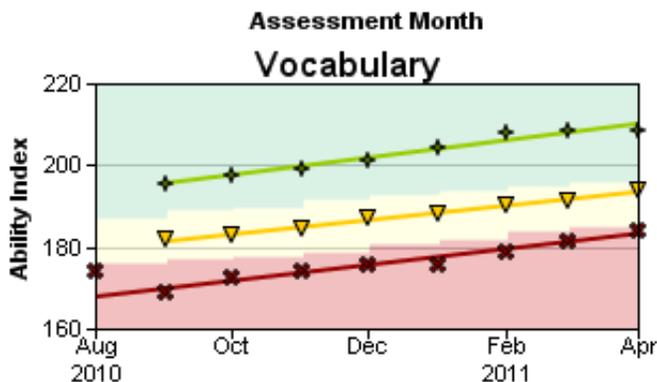
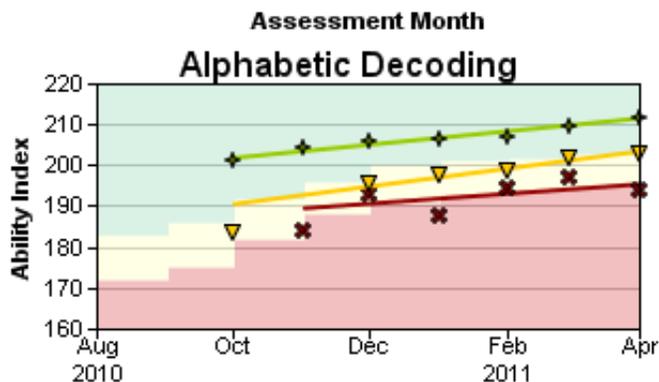
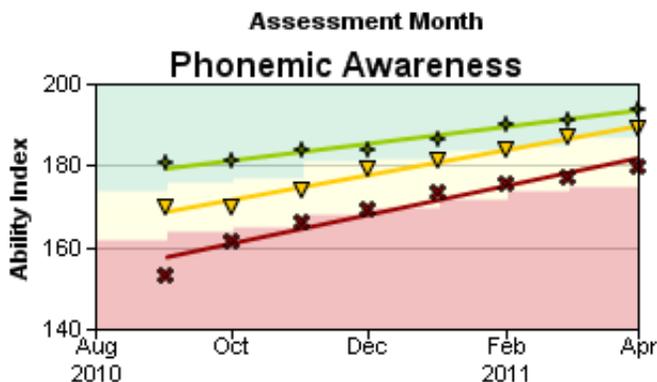
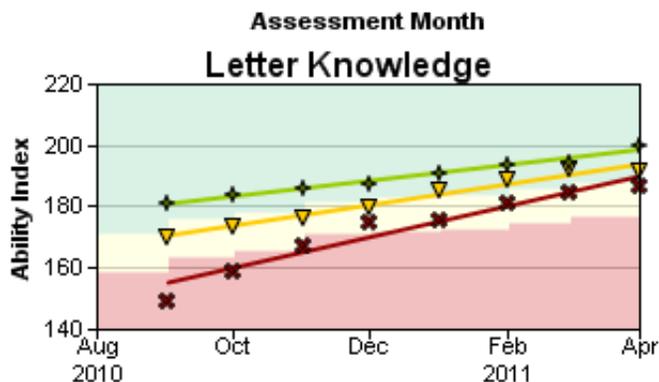
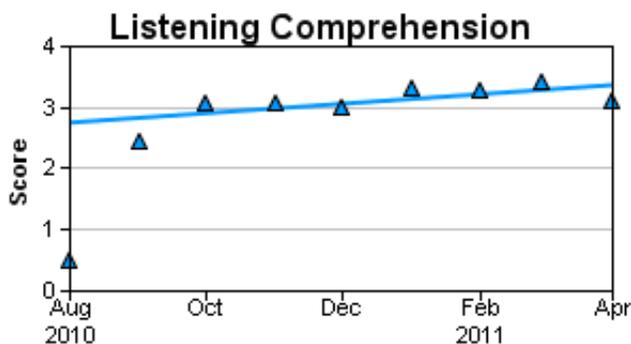
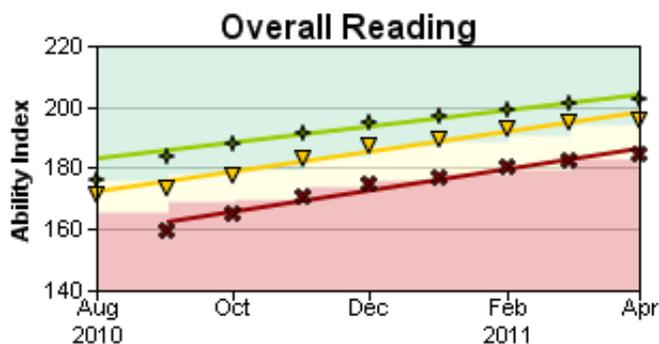
3rd Grade - May
0 total Students

The ISIP Tier Movement Report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier 1, Tier 2, Tier 3 through the current month. Assessments are given each

month to monitor growth in these critical skills. Each assessment measures critical skills that are predictive of students learning to read, and identifies those who are in need of more instructional support to be successful.

Skill goals and criteria become progressively more difficult over the school year. Individual school tier movement is presented in the table underneath the graph.

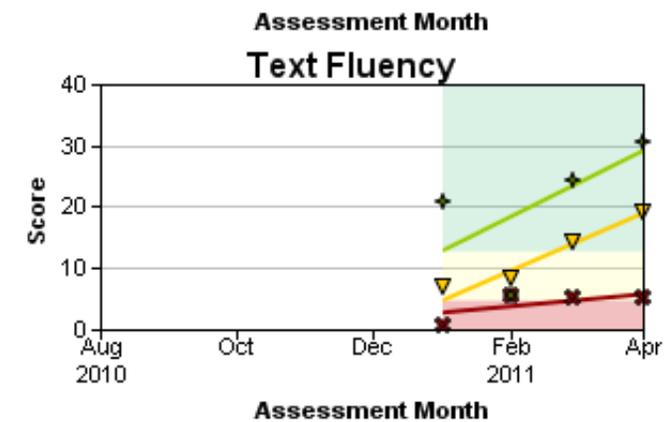
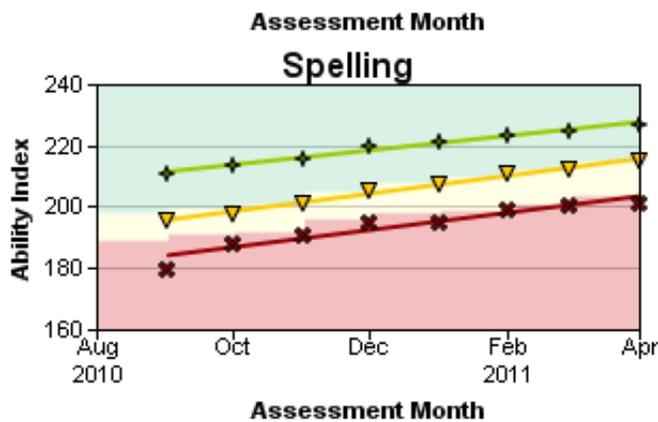
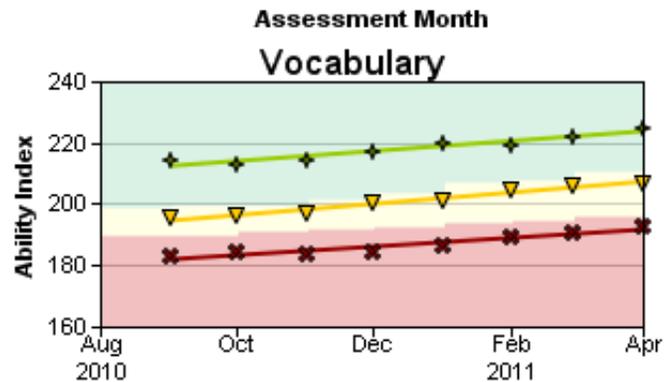
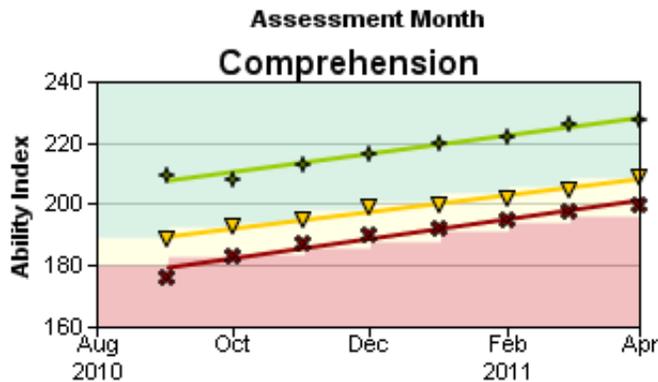
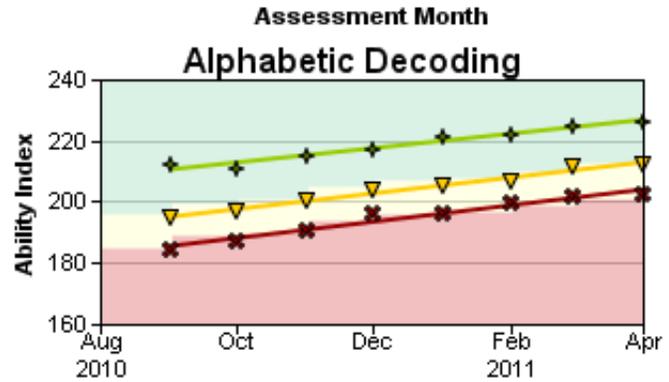
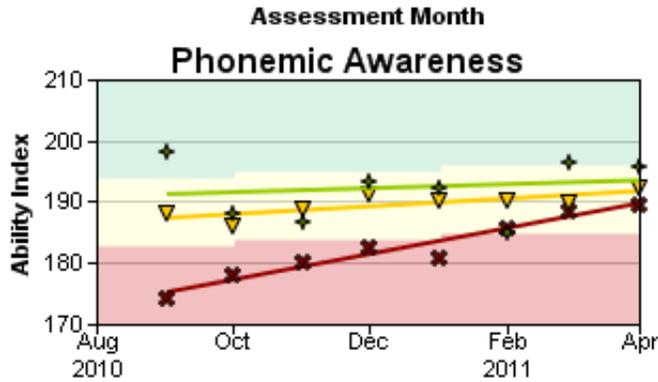
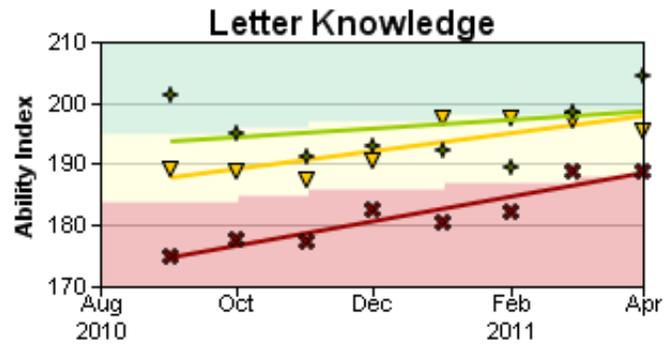
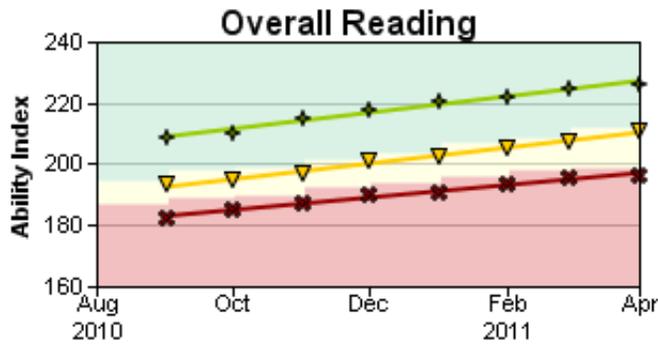
ISIP Skill Growth Report by Tier Level - Kindergarten



- Range for Tier 1
 - Range for Tier 2
 - Range for Tier 3
 - + Monthly Avg: Tier 1
 - v Monthly Avg: Tier 2
 - x Monthly Avg: Tier 3
 - Trendline: Tier 1
 - Trendline: Tier 2
 - Trendline: Tier 3
 - ▲ Monthly Average
 - Trendline (no tier)
- The following skills are included in Overall Reading:
- Letter Knowledge
 - Phonemic Awareness
 - Alphabetic Decoding
 - Comprehension
 - Vocabulary
 - Spelling

The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 1st Grade



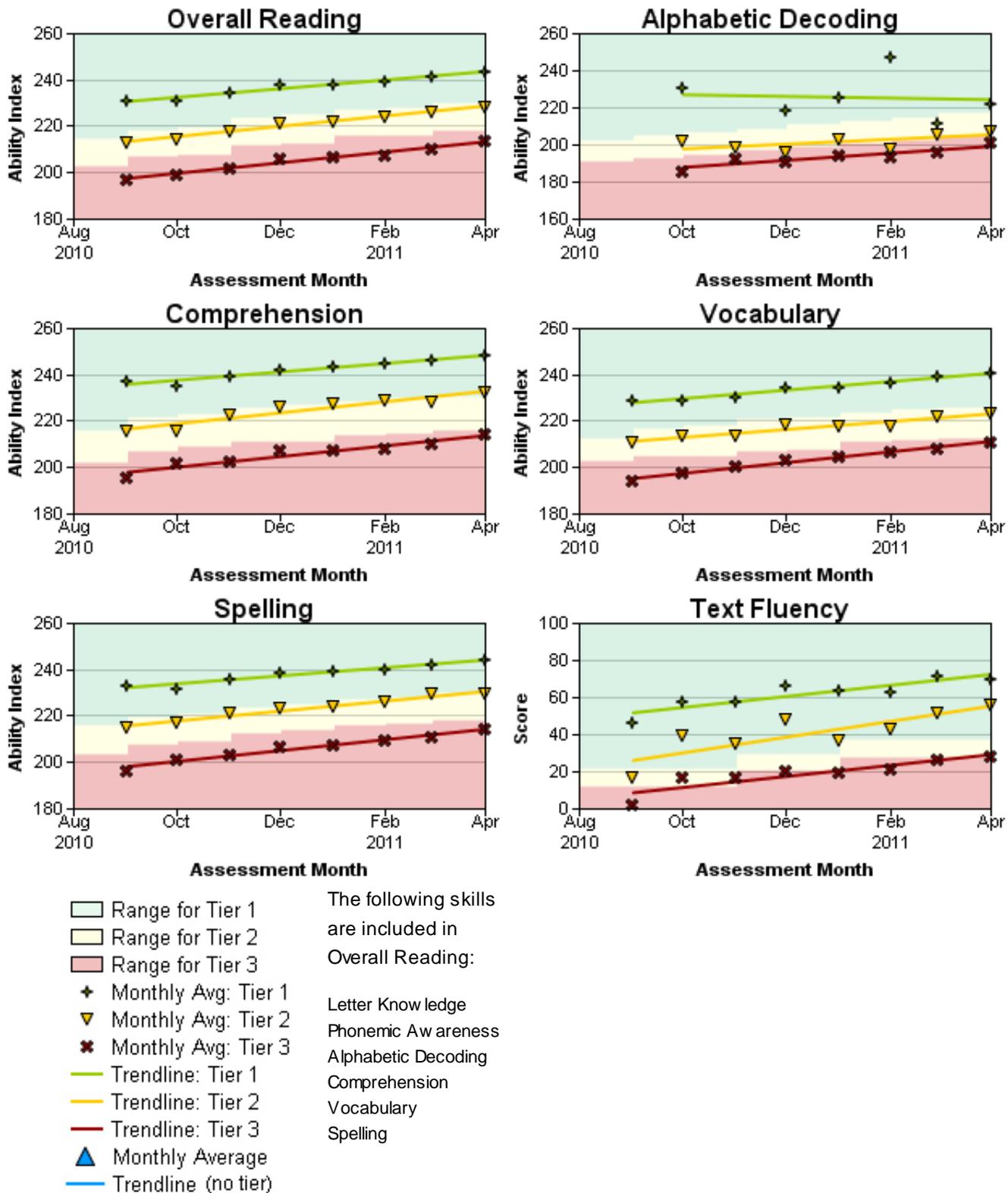
-  Range for Tier 1
-  Range for Tier 2
-  Range for Tier 3
-  Monthly Avg: Tier 1
-  Monthly Avg: Tier 2
-  Monthly Avg: Tier 3
-  Trendline: Tier 1
-  Trendline: Tier 2
-  Trendline: Tier 3
-  Monthly Average
-  Trendline (no tier)

The following skills
are included in
Overall Reading:

Letter Knowledge
Phonemic Awareness
Alphabetic Decoding
Comprehension
Vocabulary
Spelling

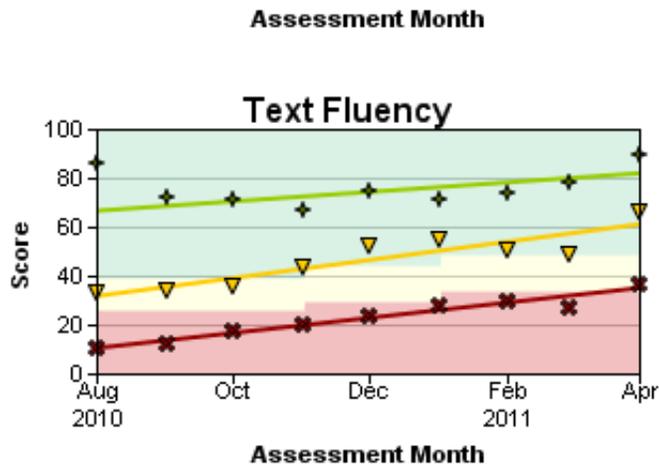
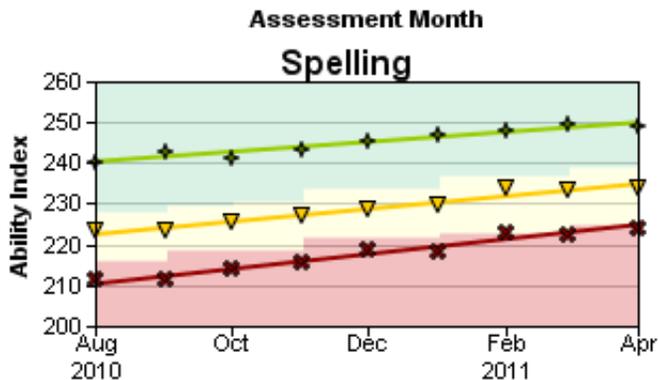
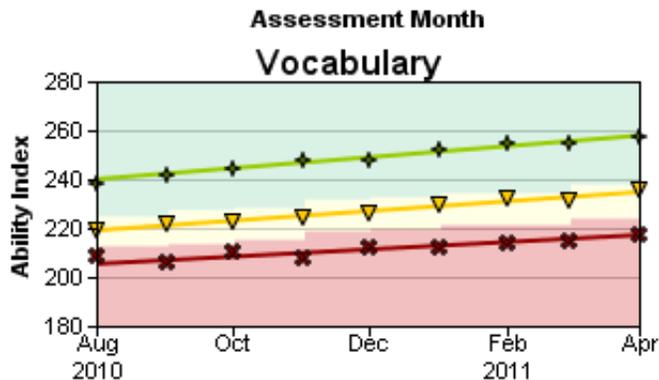
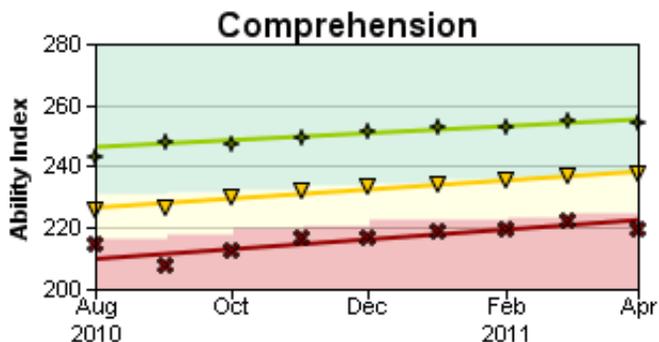
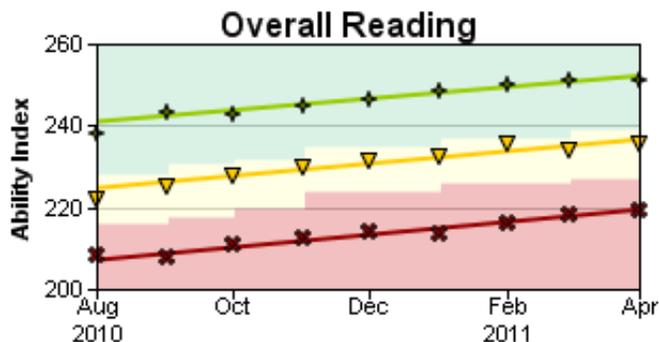
The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 2nd Grade



The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 3rd Grade



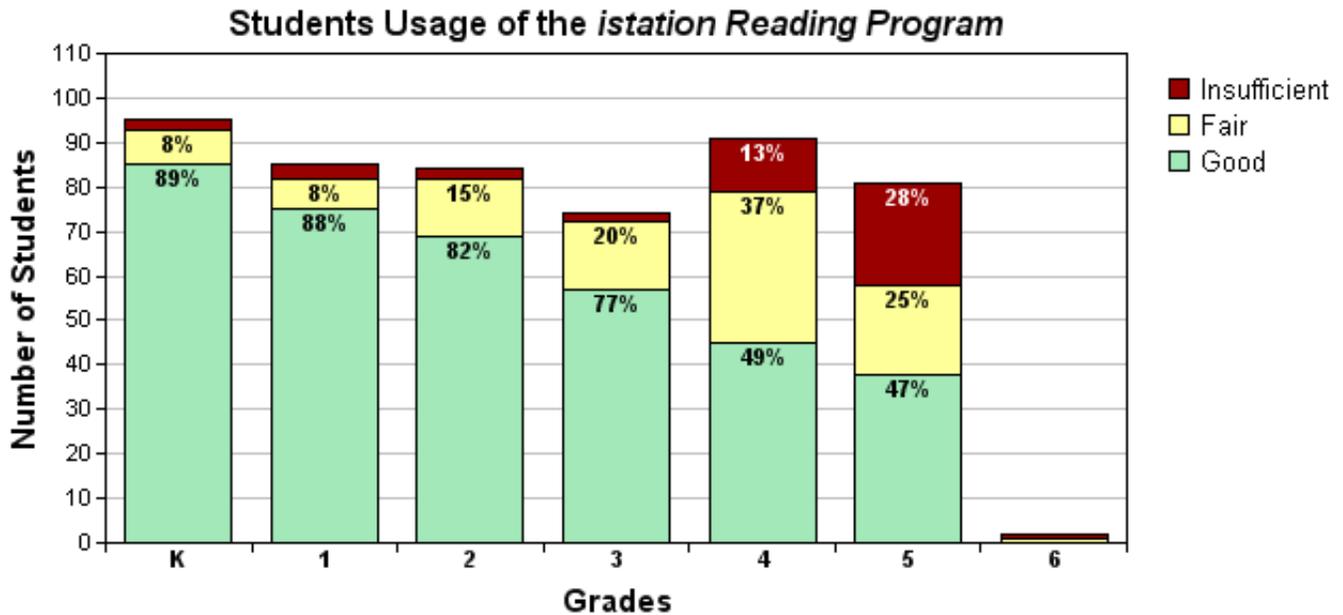
<ul style="list-style-type: none"> Range for Tier 1 Range for Tier 2 Range for Tier 3 Monthly Avg: Tier 1 Monthly Avg: Tier 2 Monthly Avg: Tier 3 Trendline: Tier 1 Trendline: Tier 2 Trendline: Tier 3 Monthly Average Trendline (no tier) 	<p>The following skills are included in Overall Reading:</p> <ul style="list-style-type: none"> Letter Knowledge Phonemic Awareness Alphabetic Decoding Comprehension Vocabulary Spelling
--	---

The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

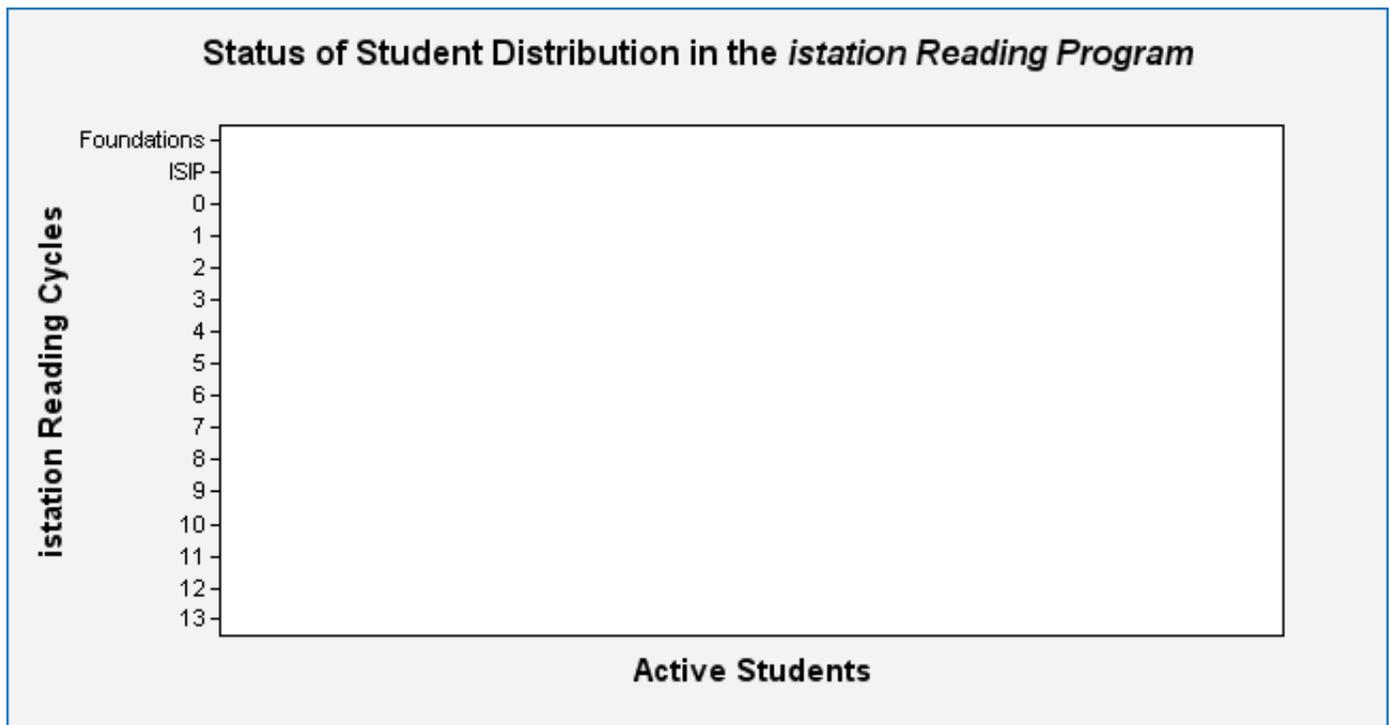
Students Usage and Distribution in the *istation Reading Program*

istation Reading is organized into sequential cycles of instruction from Foundations to Reading Cycle 12 and include the reading intervention curricular content for PreK–Grade 5 students. While foundational skills are more prevalent in early cycles, the content in a cycle does not focus on skills for a single grade level. Student performance determines the instructional plan. Placement in the curriculum are based on student need rather than grade level. Each child using istation Reading receives an individualized and adaptive instructional plan based on ISIP™ results and more informal curriculum assessments.

Total number of students using the istation Reading Program: 512



Numbers may not add up to 100% due to rounding.



Instructional Tier Goals

The objective of ISIP™ is to identify students potentially at risk of reading failure. Estimated ability level indices are used from each subtest to determine a student's overall estimated reading ability index. The student's overall reading ability index is used as the dividing line to determine students potentially at risk. Skill goals and criteria become progressively more difficult with each assessment period.

Students are placed into one of three instructional tiers:

- Tier 1-Students performing at grade level
- Tier 2-Students performing moderately below grade level and in need of intervention
- Tier 3-Students performing seriously below grade level and in need of intensive intervention

Glossary - ISIP Subtests

Phonemic Awareness (PA) - There are two types of items used to measure a student's Phonemic Awareness. In the first assessment type, four pictures appear on the screen at once. The narrator says the name of each picture, as the box around it highlights. Students are asked to click on the picture that has the same beginning sound as the sound produced orally by the narrator. In the second item type, four pictures appear on the screen, with a box in the middle of the pictures that contains an animated side view of a head. The narrator says the name of each picture, as the box around it highlights. The narrator says one of the words phoneme by phoneme, as the animated head produces each sound. The student is asked to click on the picture showing the word that has been spoken phoneme by phoneme.

Letter Knowledge (LK) - Letter Knowledge subtest asks students to identify the symbol for a letter's name and sound. The computer presents items representing various upper and lower case letters. Five letters appear on the screen for each item. The narrator asks students to click on a particular letter or letter that represents a sound orally produced by the narrator.

Alphabetic Decoding (AD) - The objective of the Alphabetic Decoding subtest is for students to correctly identify non-words that are pronounced by the narrator. The narrator pronounces a non-word and the students choose from four items that appear on the screen. In this subtest, letters represent their most common sounds.

Spelling - The objective of the Spelling assessment is to determine if students are developing fully specified orthographic representation of words. For each item, an array of letters appears on the screen and the computer asks the student to spell a specific word using those letters. The student then spells the word by clicking on each letter. As each letter is selected, the word is formed on a line that appears directly above the letter array.

Text Fluency (TF) – Text Fluency is constructed in a very different manner than the other subtests. Students are assessed on their skills in reading text with meaning in a specified period of time. In order to assess text reading on the computer, a maze task is utilized in which every 5th or 8th word of grade-leveled stories is left blank from the text. The student is given 3 choices for each blank from which to choose the word that works best in the sentence. It is the student's job to read the text, selecting the correct maze response for two minutes. This task has been shown to be highly correlated to measures of both fluency and comprehension.

Vocabulary - There are two types of items used to measure a student's Vocabulary knowledge and to evaluate both the upper and lower bounds of knowledge. In the first item type, four pictures appear on the screen. The narrator asks the student to identify the picture that best illustrates the word spoken orally. In the second item type, four words appear on the screen. Each of the four words is spoken by the narrator. Students are asked to identify which word has the same or similar meaning of a word pronounced by the narrator.

Listening Comprehension (LC) - In this subtest, children are assessed on their ability to listen, understand, and answer comprehension questions based on short spoken stories. This is accomplished through selecting pictures to answer the questions asked by the narrator. In this task, a picture related to the story appears on the screen. The narrator reads aloud a short story to the student with no text present on the screen. The narrator then asks the student a question related to the story. The student chooses, from among four choices, the picture that best answers the question.

Reading Comprehension - In this subtest, children are assessed on their ability to read and understand sentences and paragraphs. This is accomplished through matching sentences with pictures and sentence completion tasks. Matching sentences with pictures assesses a student's knowledge of semantic and syntactic information where pictures can support their reading. In this task, a sentence and four pictures appear on the screen. The student reads the sentence and identifies the picture that best illustrates sentence meaning. Sentence completion measures the students' ability to use word meanings and word order to understand a sentence. In this task, a sentence, sentences or a paragraph appears on screen. One word is deleted from the text. The student reads the text and must choose, from among four choices, the word that best completes the text.



Jocelyne

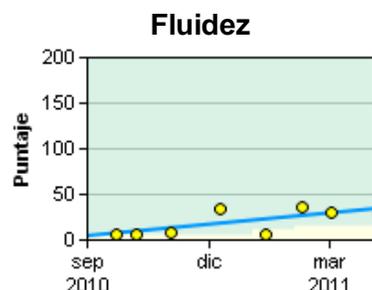
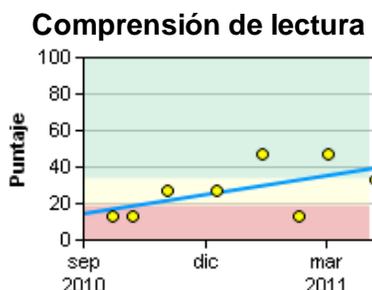
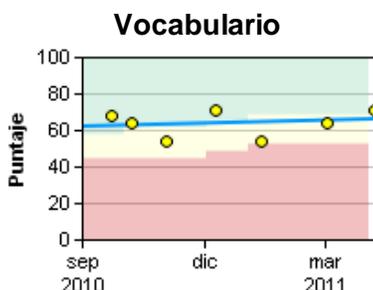
2nd Grade - B, Año escolar 2010 - 2011

Mon May 16 2011 16:53:43 GMT-0500 (Central Daylight Time)

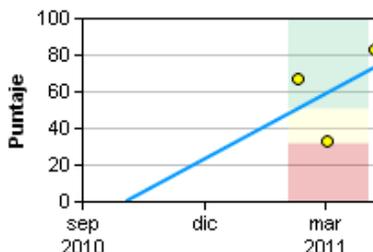
Grado: 2º Grado

ISIP™ Español

Uno de los objetivos de ISIP Español es el de identificar alumnos que estén en riesgo de no dominar las aptitudes del lenguaje y de la lectura necesarias para el siguiente año escolar. Las pruebas realizadas demuestran el nivel que el alumno ha alcanzado en cada destreza evaluada según el número total de respuestas correctas logradas. Los tres niveles de rendimiento se han establecido de acuerdo a los puntajes obtenidos a través de distintos distritos escolares en la nación. Es posible utilizar la prueba de comprensión de lectura para predecir la capacidad lectora en los exámenes del estado, ya que esta prueba está basada en las mismas exigencias.



Comunicación escrita



- Nivel 1
- Nivel 2
- Nivel 3
- Seguimiento de progreso
- Línea de tendencia

Las gráficas anteriores demuestran cada destreza evaluada y el progreso obtenido hasta la fecha en que el alumno tomó la última evaluación. El criterio para establecer los niveles de rendimiento se aumenta progresivamente, a medida que la fecha para la siguiente prueba se aproxima al final del año escolar.

Jose

2nd Grade - B, School Year 2010 - 2011

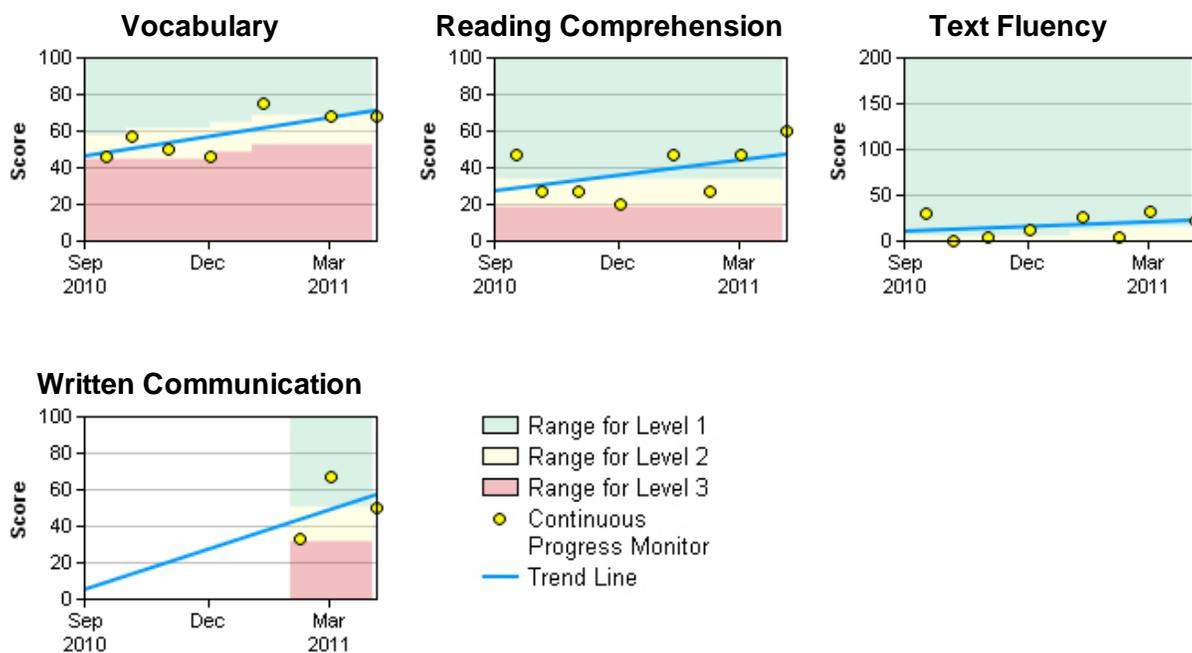
Mon May 16 2011 16:52:02 GMT-0500 (Central Daylight Time)



Grade: 2nd Grade

ISIP™ Español

An objective of ISIP Español is to identify students potentially at risk of not meeting end of school year standards for Spanish Language Arts/Reading (SLAR). Subtest scores reflect the percentage of correct responses per assessment and these scores can be used to monitor growth toward the objectives measured. Levels are established to show average scores obtained through a nationally normed sample. The Reading Comprehension subtest was designed in alignment to criterion reference test objectives in order to be a better predictor of student performance on state accountability measurements.



The graphs above show each skill assessed and the progress made through the last test administration. The criteria to establish levels becomes progressively more difficult in order to be able to reach end of year expectations.

ISIP™ Español

Classroom Summary Report

Resumen de información por salón de clase

2nd Grade - B

Andrew Jackson Elementary

School Year: 2010 - 2011

as of Mon May 16 2011 15:36:25 GMT-0500 (Central Daylight Time)



ISIP Español Related Reports:
Summary: jackson.rptdemo Skill Growth Skill Growth by Level
Export
 Export Data

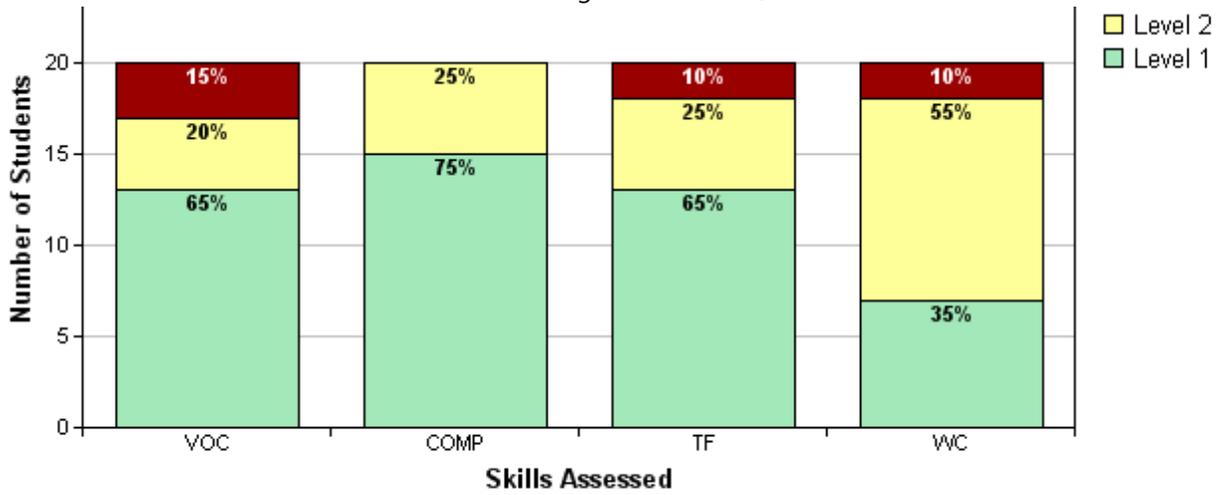
For each skill assessed during the month, the ISIP, istation's Indicators of Progress, Español Classroom Summary Report graphically shows the number and percentage of students in the classroom at each instructional level.

Individual student results are presented in a table underneath the graph.

- [Assessment Information](#)
- [Instructional Levels](#)
- [Assessed Skills](#)

 [Traducción de este reporte en español](#)

2nd Grade - B - April 2011



2nd Grade - B - April 2011								
Skills Assessed (includes assessment scores and instructional level)								
	Vocabulary VOC [+]		Reading Comprehension COMP [+]		Text Fluency TF [+]		Written Communication WC [+]	
	Score	Level	Score	Level	Score	Level	Score	Level
Brianna [+]	93	1	47	1	58	1	67	1
Camila [+]	50	3	47	1	58	1	67	1
Cindy [+]	71	1	73	1	49	1	67	1
Daniela [+]	82	1	47	1	43	1	50	2
Eliezer [+]	79	1	20	2	32	1	50	2
Eva [+]	64	2	20	2	41	1	50	2
Franco [+]	61	2	40	1	4	2	50	2
Ingri [+]	79	1	53	1	60	1	50	2
Ivan [+]	79	1	40	1	12	2	50	2
Jason [+]	64	2	67	1	0	3	50	2
Jocelyne [+]	71	1	33	1	29	1	83	1
Jose [+]	68	2	60	1	23	1	50	2
Jose [+]	36	3	47	1	3	2	50	2
Josue [+]	25	3	33	1	0	3	0	3
Leonardo [+]	82	1	80	1	40	1	67	1
Leonela [+]	75	1	53	1	40	1	50	2
Lipsi [+]	71	1	33	1	9	2	17	3
Mauricio [+]	79	1	27	2	38	1	67	1
Melvin [+]	75	1	20	2	32	1	67	1
Mindy [+]	75	1	27	2	16	2	50	2

Priority Report

Informe de prioridad

2nd Grade - B

Andrew Jackson Elementary

School Year: 2010 - 2011

as of Mon May 16 2011 16:32:02 GMT-0500 (Central Daylight Time)

Legend (Clave)

-  **Some Difficulty** — Student is demonstrating some weaknesses with this skill
(Tiene dificultad: El alumno tiene dificultad)
-  **Ongoing Difficulties** — Student is continuing to demonstrate some weaknesses with this skill
(Continuamente en dificultad: El alumno tiene dificultades continuamente)
-  **Struggling** — Student's progress is stalled
(Progreso suspendido: El alumno tiene el progreso suspendido)
-  **Severe Ongoing Difficulties** — Student is continuing to demonstrate several weaknesses with this skill
(Dificultades severas y continuas: El alumno tiene dificultades severas y continuas)

This report identifies students who will benefit from further intervention and provides links to teacher-directed lessons and supplemental materials. Students are listed on the report if they have demonstrated weaknesses in an ISIP™ Assessment or lack of progress in skill acquisition in the reading program. Students are grouped by skill to facilitate whole- or small-group instruction. A student history of identified skill weaknesses and interventions is retained. Students will also be identified if they demonstrate excessive logouts and idle time.

Click on the link under Recommended Teacher-Directed Lessons to access the recommended intervention. After administering the intervention, select the checkbox next to the student's name, and click "**Intervention Lesson Delivered**" to remove the student from the list.

ISIP Español: Vocabulario

Name	Level	Status	Date Listed	Usage Since (hh:mm)	Recommended Teacher Directed Lesson
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<input type="checkbox"/>	Name	Level	Status	Date Listed	Usage Since (hh:mm)	<ul style="list-style-type: none"> Vocabulario
<input type="checkbox"/>	Camila	3		Wed Mar 2 2011	0:00	
<input type="checkbox"/>	Jose	3		Wed Nov 10 2010	0:00	
<input type="checkbox"/>	Josue	3		Fri Feb 25 2011	0:00	
<input type="checkbox"/>	Eva	2		Wed Mar 2 2011	0:00	
<input type="checkbox"/>	Jason	2		Wed Mar 2 2011	0:00	
<input type="checkbox"/>	Jose	2		Wed Mar 2 2011	0:00	
<input type="checkbox"/>	Franco	2		Mon Apr 4 2011	0:00	
Intervention Lesson Delivered						

ISIP Español: Comprensión y reflexión sobre la lectura

<input type="checkbox"/>	Name	Level	Status	Date Listed	Usage Since (hh:mm)	<ul style="list-style-type: none"> Comprensión y reflexión sobre la lectura
<input type="checkbox"/>	Eva	2		Thu Dec 2 2010	0:00	
<input type="checkbox"/>	Melvin	2		Wed Mar 2 2011	0:00	
<input type="checkbox"/>	Josue	1		Fri Feb 25 2011	0:00	
<input type="checkbox"/>	Eliezer	2		Wed Apr 6 2011	0:00	
<input type="checkbox"/>	Jocelyne	1		Wed Apr 6 2011	0:00	
<input type="checkbox"/>	Jocelyne	1		Wed Apr 6 2011	0:00	
<input type="checkbox"/>	Lipsi	1		Mon Apr 4 2011	0:00	
<input type="checkbox"/>	Mauricio	2		Fri Apr 1 2011	0:00	
<input type="checkbox"/>	Mindy	2		Mon Apr 4 2011	0:00	
Intervention Lesson Delivered						

ISIP Español: Lectura con fluidez y precisión

<input type="checkbox"/>	Name	Level	Status	Date Listed	Usage Since (hh:mm)	<ul style="list-style-type: none"> Lectura con fluidez y precisión
<input type="checkbox"/>	Franco			Thu Mar 3 2011	0:00	
<input type="checkbox"/>	Jason			Wed Mar 2 2011	0:00	

<input type="checkbox"/>	Josue			Thu Nov 11 2010	0:00
<input type="checkbox"/>	Ivan			Wed Mar 2 2011	0:00
<input type="checkbox"/>	Lipsi			Thu Dec 2 2010	0:00
<input type="checkbox"/>	Mindy			Wed Mar 2 2011	0:00
<input type="checkbox"/>	Jose			Mon Apr 4 2011	0:00
<input type="checkbox"/>	Jose			Mon Apr 4 2011	0:00
Intervention Lesson Delivered					

Excessive Logouts/Idle Time Group

	Name	Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Eva			Mon Apr 4 2011	0:00		10 Simple Steps
<input type="checkbox"/>	Josue			Wed Apr 20 2011	0:00		
Intervention Lesson Delivered							

ISIP Early Reading: Alphabetic Decoding (AD) Group

	Name	AD Level	AD Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Eliezer	3			Thu Mar 3 2011	0:00		Alphabetic Decoding
<input type="checkbox"/>	Josue	3			Fri Nov 12 2010	0:00		
<input type="checkbox"/>	Ingri	2			Fri Feb 11 2011	0:00		
<input type="checkbox"/>	Ivan	2			Tue Dec 7 2010	0:00		
<input type="checkbox"/>	Jose	2			Thu Oct 7 2010	0:00		
<input type="checkbox"/>	Lipsi	2			Fri Feb 11 2011	0:00		
	Melvin	3			Thu Feb 24 2011	0:00		
	Jason	2			Thu Nov 4 2010	0:00		
	Jose	2			Thu Nov 4 2010	0:00		
Intervention Lesson Delivered								

ISIP Early Reading: Comprehension (CMP) Group

	Name	CMP Level	CMP Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Eliezer	3	✘		Wed Sep 29 2010	0:00		 Comprehension
<input type="checkbox"/>	Ingri	3	✘		Tue Jan 11 2011	0:00		
<input type="checkbox"/>	Jose	3	✘		Wed Sep 29 2010	0:00		
<input type="checkbox"/>	Jose	3	✘		Wed Sep 29 2010	0:00		
<input type="checkbox"/>	Josue	3	✘		Thu Sep 30 2010	0:00		
<input type="checkbox"/>	Lipsi	3	✘		Wed Sep 29 2010	0:00		
<input type="checkbox"/>	Mindy	3	✘		Wed Sep 29 2010	0:00		
<input type="checkbox"/>	Ivan	2	⚠		Wed Sep 29 2010	0:00		
<input type="checkbox"/>	Jason	2	⚠		Tue Feb 8 2011	0:00		
<input type="checkbox"/>	Cindy	2	⚠		Wed Apr 6 2011	0:00		
<input type="checkbox"/>	Jocelyne	2	⚠		Thu Apr 7 2011	0:00		
<input type="checkbox"/>	Melvin	2	⚠		Tue Apr 12 2011	0:00		
Intervention Lesson Delivered								

ISIP Early Reading: Text Fluency (TF) Group

	Name	TF Level	TF Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Camila	3	✘		Mon Feb 14 2011	0:00		 Text Fluency
<input type="checkbox"/>	Eliezer	3	✘		Fri Sep 17 2010	0:00		
<input type="checkbox"/>	Franco	3	✘		Mon Mar 7 2011	0:00		
	Ingri	3			Tue Jan 11 2011	0:00		
	Ivan	3			Wed Sep 22 2010	0:00		
	Jason	3			Wed Sep 22 2010	0:00		
	Jocelyne	3			Thu Feb 10 2011	0:00		
	Jose	3			Wed Sep 22 2010	0:00		

<input type="checkbox"/>	Jose	3	☒		Wed Sep 22 2010	0:00	
<input type="checkbox"/>	Josue	3	☒		Wed Oct 13 2010	0:00	
<input type="checkbox"/>	Lipsi	3	☒		Wed Sep 22 2010	0:00	
<input type="checkbox"/>	Melvin	3	☒		Wed Sep 22 2010	0:00	
<input type="checkbox"/>	Mindy	3	☒		Wed Sep 22 2010	0:00	
<input type="checkbox"/>	Eva	2	🔴		Wed Mar 2 2011	0:00	
<input type="checkbox"/>	Mauricio	3	✖		Wed Apr 6 2011	0:00	
<input type="checkbox"/>	Leonela	2	▼		Thu Apr 7 2011	0:00	
Intervention Lesson Delivered							

ISIP Early Reading: Vocabulary (VOC) Group

	Name	VOC Level	VOC Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Camila	3	☒		Wed Sep 22 2010	0:00		 Vocabulary
<input type="checkbox"/>	Eliezer	3	☒		Fri Sep 17 2010	0:00		
<input type="checkbox"/>	Franco	3	☒		Mon Mar 7 2011	0:00		
<input type="checkbox"/>	Ingri	3	☒		Tue Jan 11 2011	0:00		
<input type="checkbox"/>	Ivan	3	☒		Wed Sep 22 2010	0:00		
<input type="checkbox"/>	Jocelyne	3	☒		Thu Feb 10 2011	0:00		
<input type="checkbox"/>	Jose	3	☒		Wed Sep 22 2010	0:00		
<input type="checkbox"/>	Josue	3	☒		Wed Oct 13 2010	0:00		
<input type="checkbox"/>	Lipsi	3	☒		Wed Sep 22 2010	0:00		
<input type="checkbox"/>	Mauricio	3	☒		Thu Feb 24 2011	0:00		
	Melvin	3			Wed Sep 22 2010	0:00		
	Eva	2			Wed Sep 22 2010	0:00		
	Mindy	2			Wed Sep 22 2010	0:00		
	Jason	3			Tue Apr 12 2011	0:00		
	Cindy	2			Wed Apr 6 2011	0:00		

Intervention Lesson Delivered

ISIP Early Reading: Spelling (SPL) Group

	Name	SPL Level	SPL Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson	
<input type="checkbox"/>	Eliezer	3	✘		Fri Sep 17 2010	0:00		 Spelling	
<input type="checkbox"/>	Ivan	3	✘		Wed Sep 22 2010	0:00			
<input type="checkbox"/>	Jose	3	✘		Wed Sep 22 2010	0:00			
<input type="checkbox"/>	Jose	3	✘		Wed Sep 22 2010	0:00			
<input type="checkbox"/>	Josue	3	✘		Thu Sep 30 2010	0:00			
<input type="checkbox"/>	Lipsi	3	✘		Wed Sep 22 2010	0:00			
<input type="checkbox"/>	Melvin	3	✘		Wed Sep 22 2010	0:00			
<input type="checkbox"/>	Jason	2	⚠		Wed Sep 22 2010	0:00			
<input type="checkbox"/>	Jocelyne	2	⚠		Tue Sep 21 2010	0:00			
<input type="checkbox"/>	Mindy	2	⚠		Fri Oct 8 2010	0:00			
<input type="checkbox"/>	Mauricio	2	⚠		Wed Apr 6 2011	0:00			
Intervention Lesson Delivered									

Cycle 1 & 2: Letters (M, A, P, C, T, I, S, L) Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Josue	✘		Tue Oct 26 2010	0:00		 Letters
Intervention Lesson Delivered							

Cycle 3: Read with Meaning Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
	Ivan			Tue Jan 11 2011	0:00		Read with Meaning
Intervention Lesson Delivered							

Cycle 5: Read with Meaning Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Jason	▼		Tue Apr 12 2011	0:00		 Read with Meaning
Intervention Lesson Delivered							

Excessive Word Clicks in Books Group

	Name	Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Ivan	▼		Wed Mar 9 2011	0:00		 Clicking Excessively on Words in Books and Passages
Intervention Lesson Delivered							

Cycle 4: Comprehension Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Ivan	▼		Wed Mar 9 2011	0:00		 Comprehension
Intervention Lesson Delivered							

Cycle 5: Comprehension Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle *	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Daniela	▼		Thu Mar 24 2011	0:00		 Comprehension
Intervention Lesson Delivered							

* En estas áreas se registran datos del programa de lectura en inglés y no se relaciona con la prueba ISIP Español ni con un currículo para esta prueba.

Student Summary Report for

Kiersten

***Demo - 4th Grade, School Year: 2010 - 2011

as of Wed Jul 06 2011 11:22:40 GMT-0500 (Central Daylight Time)

Grade Level: 4th Grade

Program Usage: 10.8 hours

Current Reading Program Cycle: 12

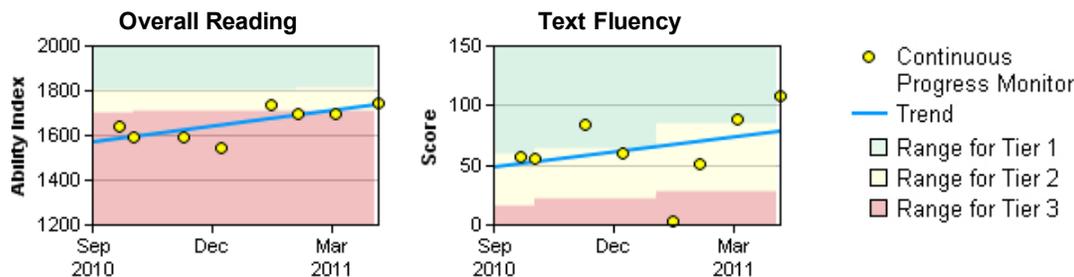
Lexile Levels: 580 - 740

Last Date Used: Tue Apr 19 08:39:49 CDT 2011

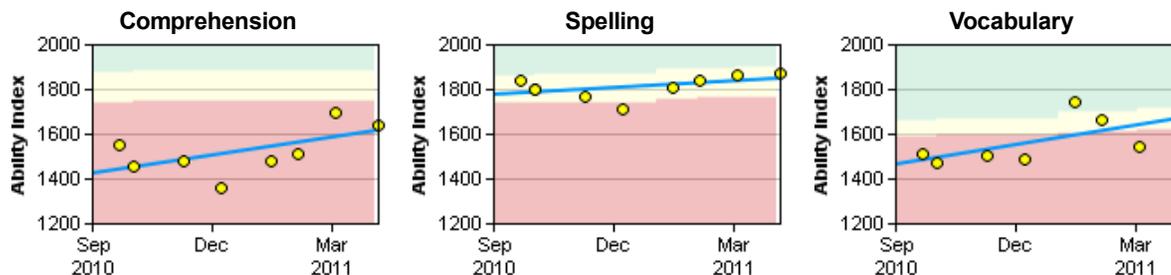


istation's Indicators of Progress (ISIP™) Advanced Reading Results

An objective of ISIP is to identify students potentially at risk of reading failure. Subtest ability indices are used to establish an Overall Reading ability index, which can be used to show reading growth. Tier levels are established to show scores relative to a nationally normed sample. The graphs below show each skill assessed and the progress made through the current month. Skill goals and criteria become progressively more difficult with each assessment period.



The following abilities are included in Overall Reading:



Priority Report

5th Grade - C

John Adams Elementary

School Year: 2010 - 2011

as of Wed Jul 06 2011 11:19:50 GMT-0500 (Central Daylight Time)

Related Reports:
Priority Report - Class History
Legend
 Some Difficulty — Student is demonstrating some weaknesses with this skill
 Ongoing Difficulties — Student is continuing to demonstrate some weaknesses with this skill
 Struggling — Student is demonstrating several weaknesses with this skill
 Severe Ongoing Difficulties — Student is continuing to demonstrate several weaknesses with this skill

This report identifies students who will benefit from further intervention and provides links to teacher-directed lessons and supplemental materials. Students are listed on the report if they have demonstrated weaknesses in an ISIP™ Assessment or lack of progress in skill acquisition in the reading program. Students are grouped by skill to facilitate whole- or small-group instruction. A student history of identified skill weaknesses and interventions is retained. Students will also be identified if they demonstrate excessive logouts and idle time.

Click on the link under Recommended Teacher-Directed Lessons to access the recommended intervention. After administering the intervention, select the checkbox next to the student's name, and click "**Intervention Lesson Delivered**" to remove the student from the list.

ISIP Advanced Reading: Comprehension (CMP) Group

	Name	CMP Tier	CMP Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson	
<input type="checkbox"/>	Andrew	3		2	Thu Sep 30 2010	7:19	12	<ul style="list-style-type: none"> • Comprehension 	
<input type="checkbox"/>	Carlos	3		1	Wed Oct 6 2010	6:17	12		
<input type="checkbox"/>	Celine	3		2	Thu Sep 30 2010	3:28	12		
<input type="checkbox"/>	Desean	3		3	Tue Jan 25 2011	2:46	12		
<input type="checkbox"/>	Elijah	3		3	Thu Feb 17 2011	1:47	9		
<input type="checkbox"/>	Tessa	3		3	Thu Feb 24 2011	2:13	12		
<input type="checkbox"/>	Trevor	3		1	Wed Feb 2 2011	0:50	12		
<input type="checkbox"/>	Zachary	3		2	Thu Feb 17 2011	2:44	12		
<input type="checkbox"/>	, Danielle	2		1	Thu Sep 30 2010	5:28	12		
<input type="checkbox"/>	Becca	2		3	Thu Sep 30 2010	11:16	12		
<input type="checkbox"/>	Kyle	2		2	Thu Mar 3 2011	1:29	12		
<input type="checkbox"/>	DeSean	3		2	Thu Apr 7 2011	0:00	12		
<input type="checkbox"/>	Kayla	3		3	Thu Apr 14 2011	0:00	12		
Intervention Lesson Delivered									

ISIP Advanced Reading: Spelling (SPL) Group

	Name	SPL Tier	SPL Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson	
<input type="checkbox"/>	Becca	3		3	Thu Sep 30 2010	11:16	12	<ul style="list-style-type: none"> • Spelling 	
<input type="checkbox"/>	Elijah	3		3	Tue Jan 4 2011	3:40	9		
<input type="checkbox"/>	Kayla	3		3	Wed Dec 15 2010	4:25	12		
<input type="checkbox"/>	Zachary	3		2	Tue Jan 4 2011	5:52	12		
<input type="checkbox"/>	Andrew	2		2	Tue Jan 4 2011	1:25	12		
<input type="checkbox"/>	Carmen	2		2	Thu Sep 30 2010	4:51	12		
<input type="checkbox"/>	Desean	2		3	Tue Jan 4 2011	3:56	12		
<input type="checkbox"/>	Kyle	2		2	Tue Jan 4 2011	5:17	12		
<input type="checkbox"/>	Tessa	2		3	Tue Jan 4 2011	5:18	12		
<input type="checkbox"/>	Dante	2		1	Thu Apr 7 2011	0:00	12		
<input type="checkbox"/> Intervention Lesson Delivered									

ISIP Advanced Reading: Vocabulary (VOC) Group

	Name	VOC Tier	VOC Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson	
<input type="checkbox"/>	Desean	3		3	Wed Feb 2 2011	2:17	12	<ul style="list-style-type: none"> Vocabulary 	
<input type="checkbox"/>	Kyle	3		2	Thu Mar 3 2011	1:29	12		
<input type="checkbox"/>	, Danielle	2		1	Thu Mar 3 2011	1:01	12		
<input type="checkbox"/>	Andrew	2		2	Thu Sep 30 2010	7:19	12		
<input type="checkbox"/>	Becca	2		3	Thu Mar 3 2011	1:39	12		
<input type="checkbox"/>	Celine	2		2	Thu Mar 3 2011	0:22	12		
<input type="checkbox"/>	Kayla	3		3	Thu Apr 7 2011	0:28	12		
<input type="checkbox"/>	Tessa	3		3	Thu Apr 7 2011	0:39	12		
<input type="checkbox"/>	Carmen	2		2	Thu Apr 7 2011	0:00	12		
<input type="checkbox"/>	Dulce	2		1	Thu Apr 7 2011	0:00	12		
<input type="checkbox"/>	Nakiah	2		1	Thu Apr 7 2011	0:00	12		
<input type="checkbox"/>	Teahana	2		1	Thu Apr 7 2011	0:00	12		
Intervention Lesson Delivered									

ISIP Advanced Reading: Text Fluency (TF) Group

	Name	TF Tier	TF Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Becca	3		3	Thu Sep 30 2010	11:16	12	<ul style="list-style-type: none"> Text Fluency
<input type="checkbox"/>	Celine	3		2	Tue Jan 4 2011	0:53	12	
<input type="checkbox"/>	Elijah	3		3	Thu Oct 28 2010	6:08	9	
<input type="checkbox"/>	Kayla	3		3	Wed Feb 2 2011	2:14	12	
<input type="checkbox"/>	Kyle	2		2	Thu Mar 3 2011	1:29	12	
<input type="checkbox"/>	Zachary	2		2	Thu Sep 30 2010	12:52	12	
<input type="checkbox"/>	, Danielle	2		1	Thu Apr 7 2011	0:14	12	
Intervention Lesson Delivered								

Excessive Logouts/Idle Time Group

	Name	Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Carlos	▼	1	Thu Apr 7 2011	0:00	12	 10 Simple Steps
Intervention Lesson Delivered							

Cycle 12-14: Comprehension Main Idea Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
<input type="checkbox"/>	, Danielle	✘	1	Thu Nov 4 2010	3:26	12	 Comprehension Main Idea
<input type="checkbox"/>	Becca	✘	3	Tue Dec 7 2010	6:44	12	
<input type="checkbox"/>	Zachary	✘	1	Fri Feb 18 2011	0:53	12	
Intervention Lesson Delivered							

Cycle 12-14: Comprehension Summarization Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Carlos	✘	1	Thu Dec 9 2010	1:26	12	 Comprehension Summarization
<input type="checkbox"/>	Zachary	✘	1	Fri Oct 29 2010	7:39	12	
Intervention Lesson Delivered							

Cycle 12-14: Comprehension Drawing Conclusions Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Zachary	✘	2	Tue Apr 12 2011	0:15	12	 Comprehension Drawing Conclusions
Intervention Lesson Delivered							

Cycle 12-14: Comprehension Predicting Outcomes Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Zachary	X	1	Mon Dec 20 2010	1:51	12	 Comprehension Predicting Outcomes
Intervention Lesson Delivered							

Cycle 12-14: Comprehension Representing Text Group

	Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
<input type="checkbox"/>	Zachary	X	1	Mon Dec 20 2010	1:51	12	 Comprehension Representing Text
Intervention Lesson Delivered							



ISIP Cumulative Review
istation Demo School District
ISIP Advanced Reading (4-12)
School Year: 2010 - 2011

Total number of students using the istation Reading Program: 0

Total number of students who have been assessed using ISIP™, istation's Indicators of Progress, in July:

0

ISIP™ Cumulative Review - Overview

ISIP™, istation's Indicators of Progress, is an Internet delivered computer adaptive testing system for monthly or more frequent benchmark or progress monitoring assessments.

ISIP integrates computerized adaptive testing that accurately reflects the reading ability level of each student and measures growth over time.

The objective of ISIP is to identify students potentially at risk of reading failure. Ability level indices are used from each subtest to determine a student's overall reading ability index.

On the following pages you will find data from **istation Demo School District** that has been collected for the **2010 - 2011** school year.

Students are placed into one of three instructional tiers:

- Tier 1-Students performing at grade level
- Tier 2-Students performing moderately below grade level and in need of intervention
- Tier 3-Students performing seriously below grade level and in need of intensive intervention

Computerized Adaptive Testing (CAT)

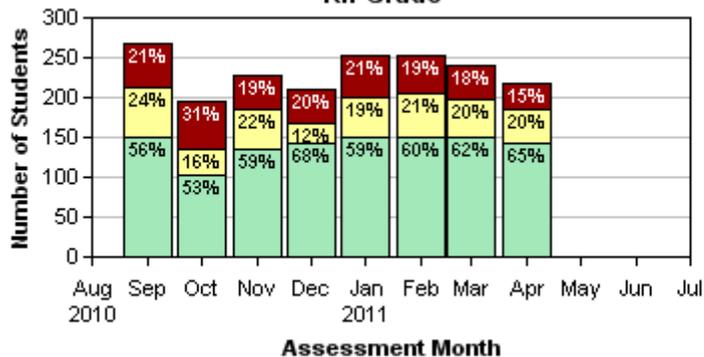
ISIP integrates computerized adaptive testing that accurately reflects the reading ability level of each student and measures growth over time.

Adaptive assessments use interactive content to measure a student's reading ability and skill development. Test questions range from easy to hard for each reading domain. To identify the student's overall reading ability and individual skill ability, the difficulty of the test questions presented changes with every response. If a student answers questions correctly, ISIP presents more challenging questions until the student shows mastery or responds with an incorrect answer. When a student answers a question incorrectly, ISIP will present less difficult questions until the student begins answering correctly again. The ability index shows how a student is doing compared to their previous performance and to other students at the same grade level.

ISIP Tier Movement Report - Overall Reading

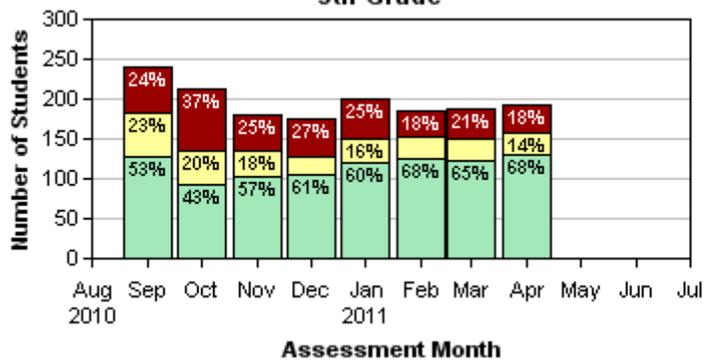
4th Grade

4th Grade - July
0 total Students



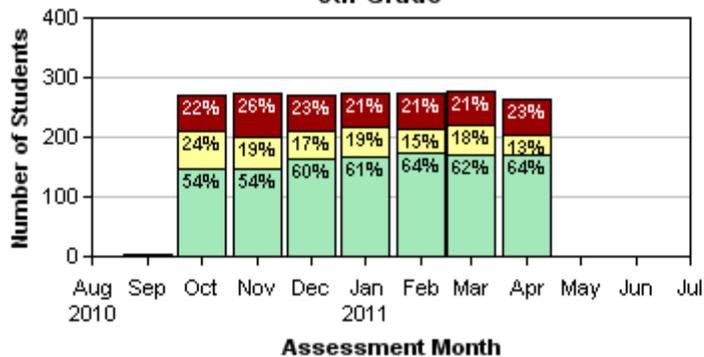
5th Grade

5th Grade - July
0 total Students



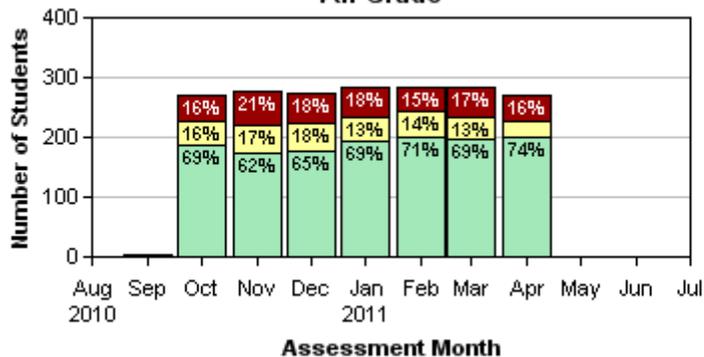
6th Grade

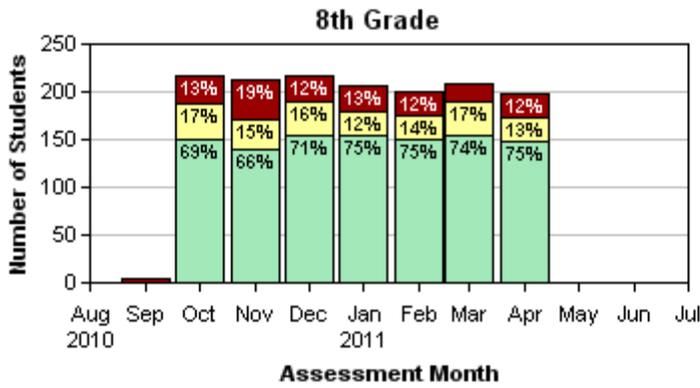
6th Grade - July
0 total Students



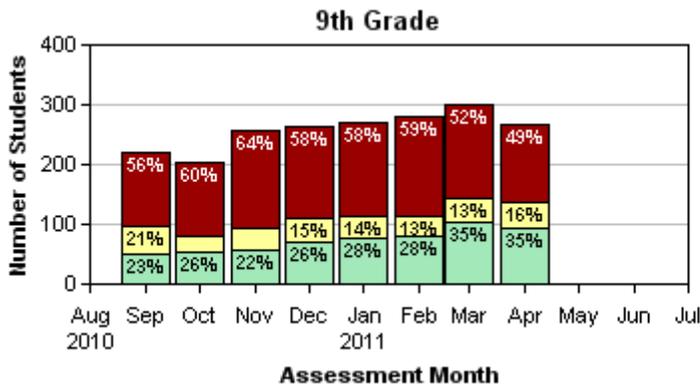
7th Grade

7th Grade - July
0 total Students

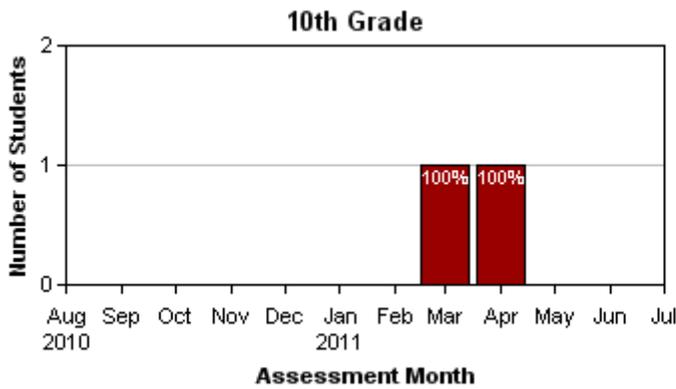




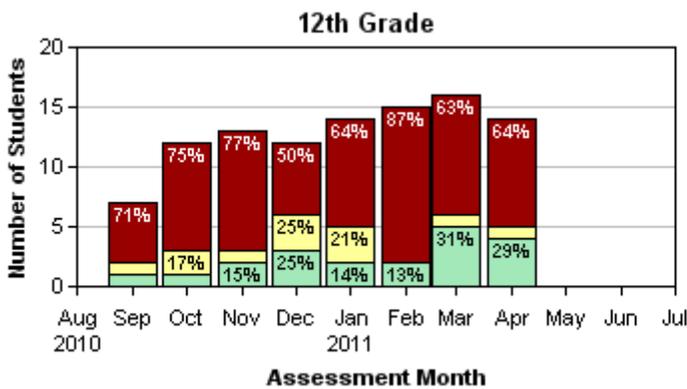
8th Grade - July
0 total Students



9th Grade - July
0 total Students



10th Grade - July
0 total Students

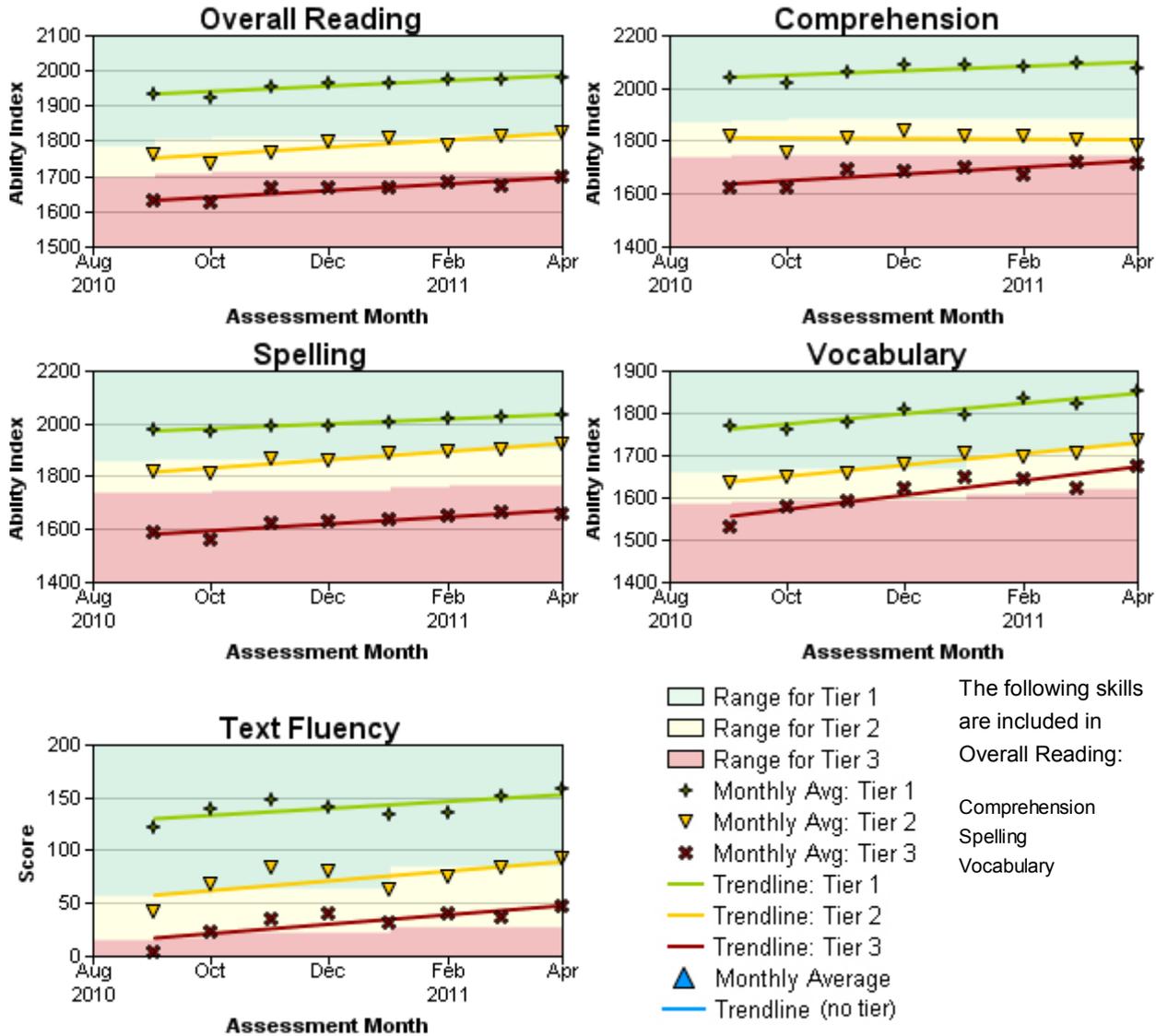


12th Grade - July
0 total Students

The ISIP Tier Movement Report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier 1, Tier 2, Tier 3 through the current month. Assessments are given each month to monitor growth in these critical skills. Each assessment measures critical skills that are predictive of students learning to read, and identifies those who are in need of more instructional support to be successful.

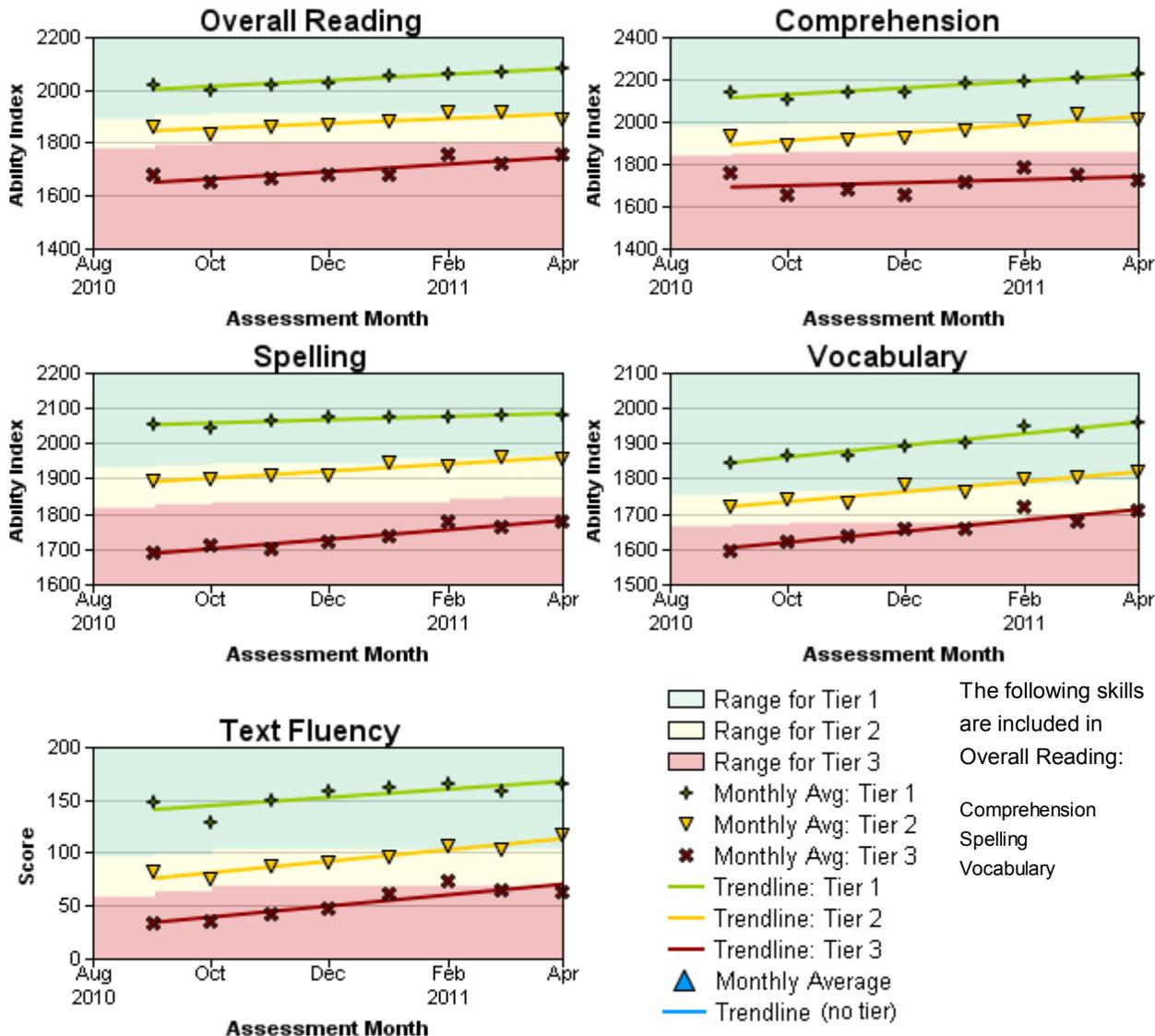
Skill goals and criteria become progressively more difficult over the school year. Individual school tier movement is presented in the table underneath the graph.

ISIP Skill Growth Report by Tier Level - 4th Grade



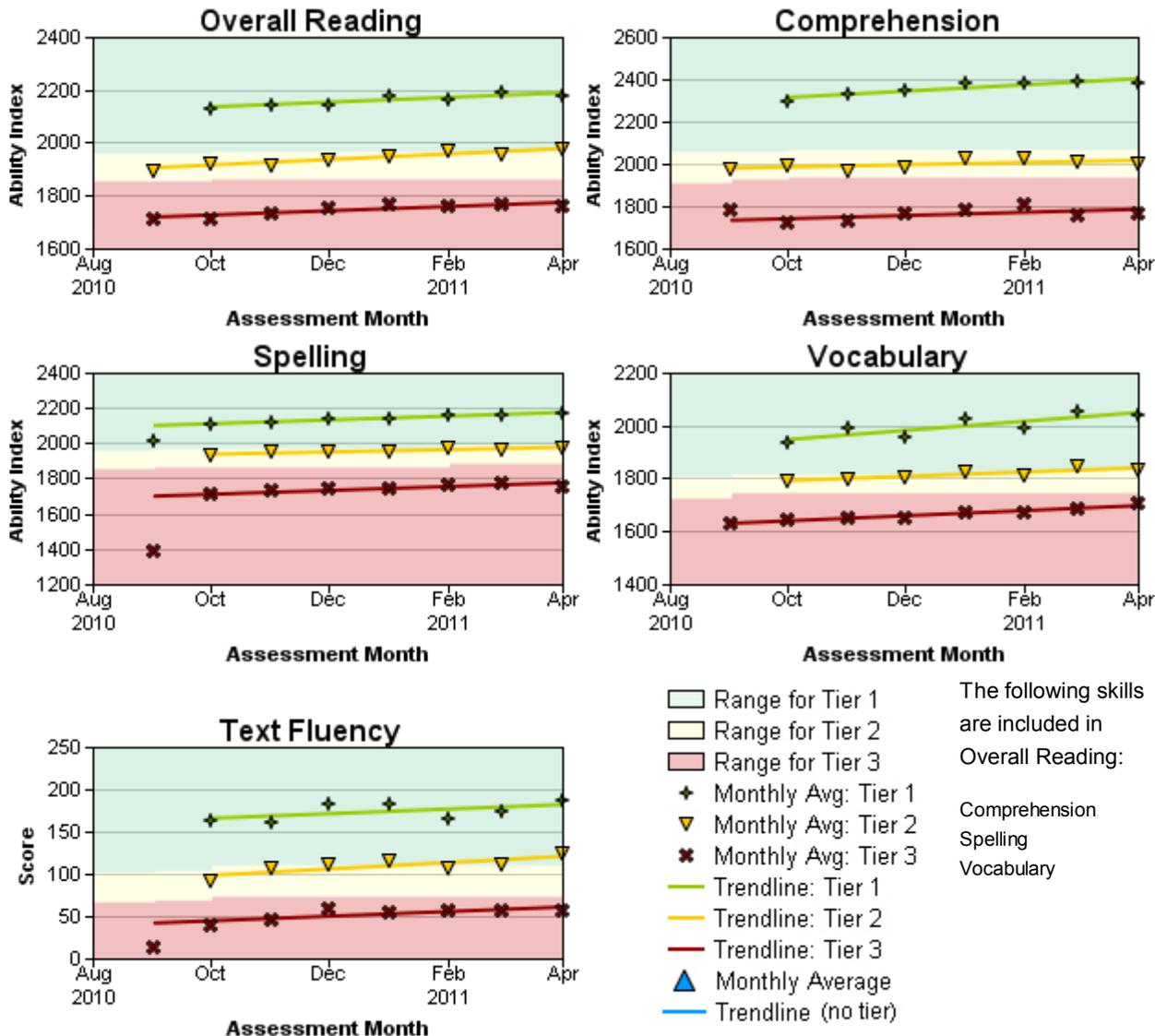
The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 5th Grade



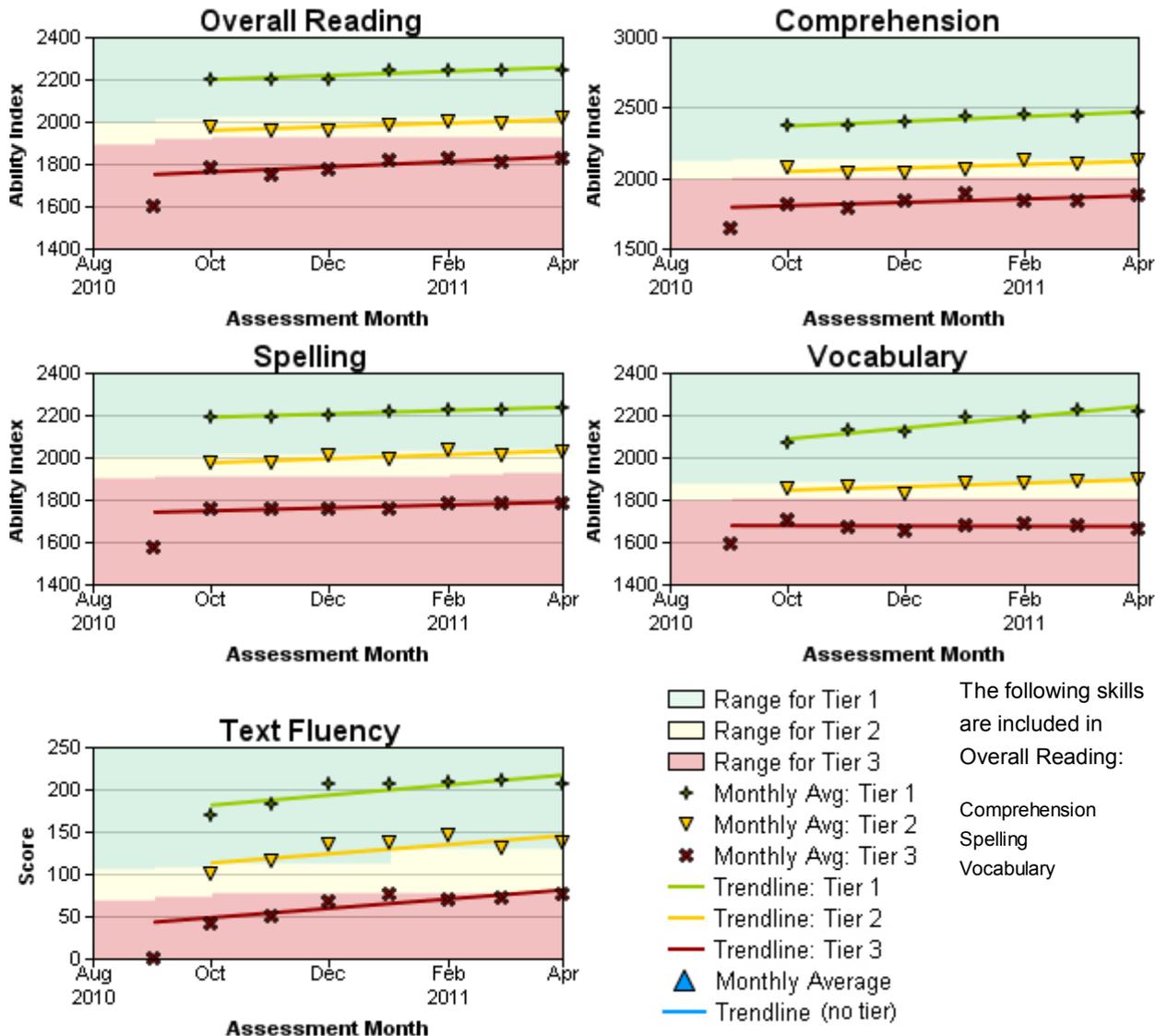
The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 6th Grade



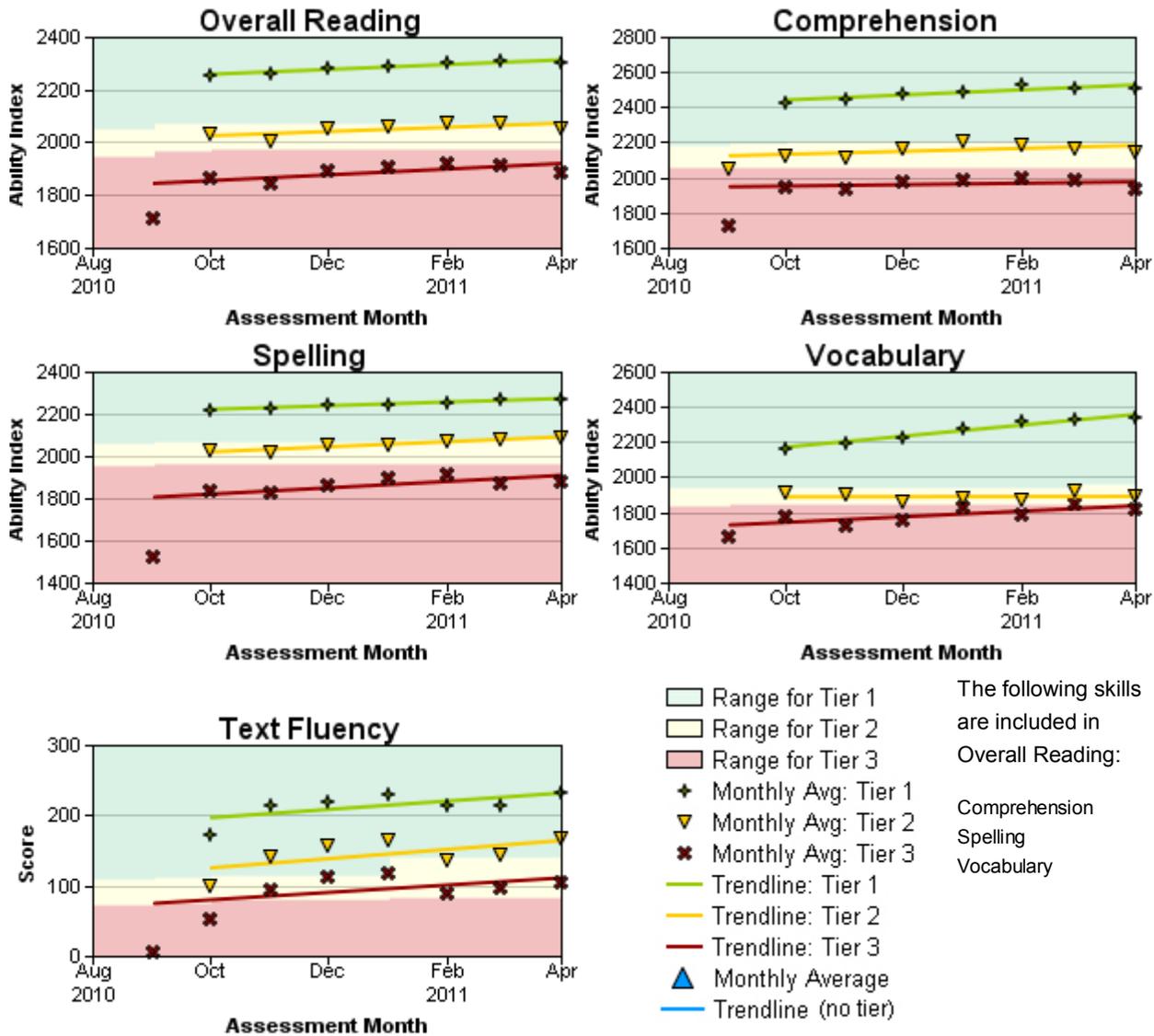
The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 7th Grade



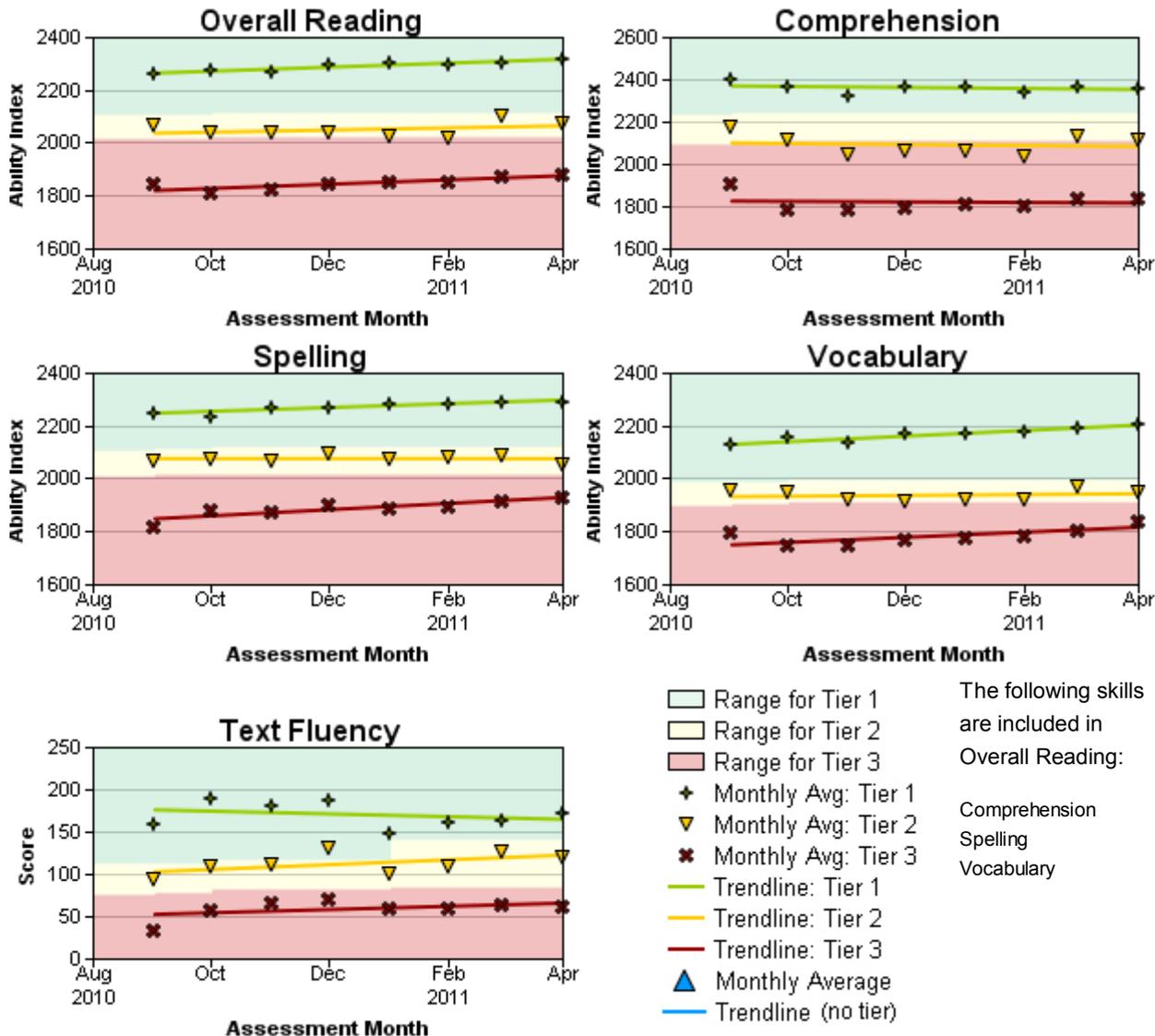
The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 8th Grade



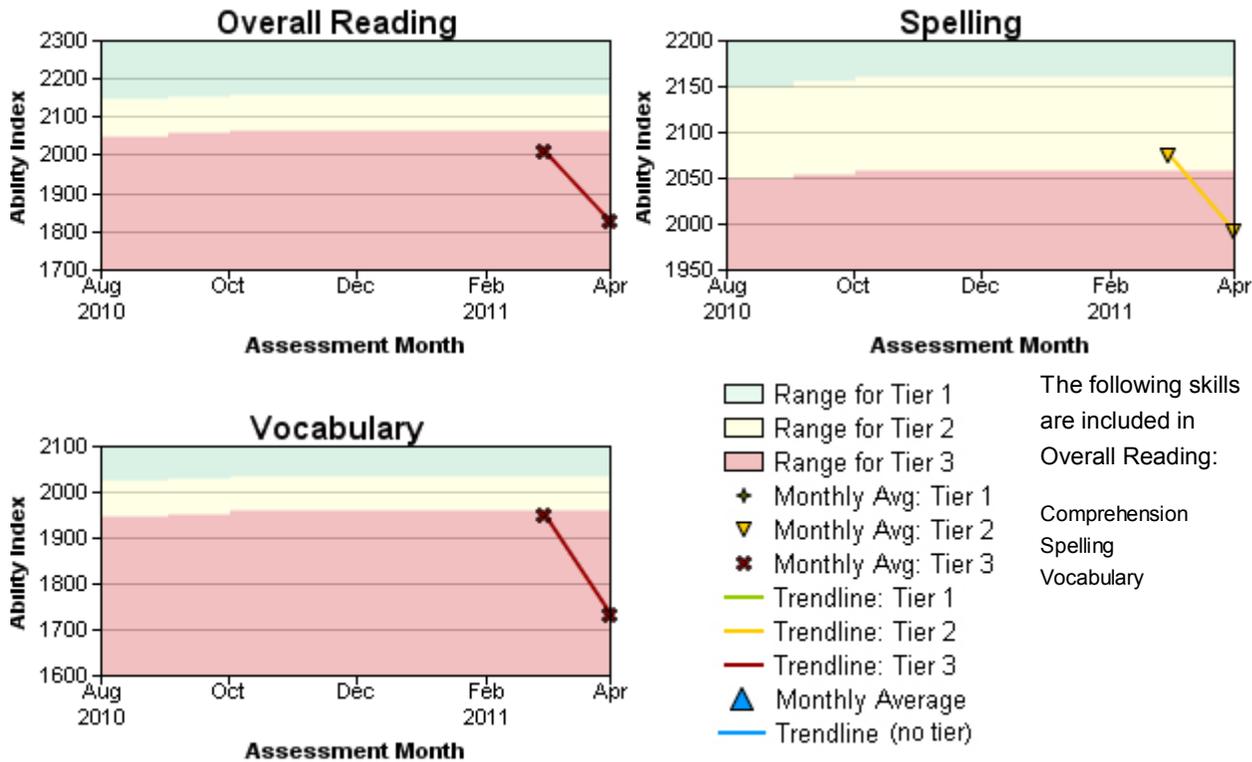
The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 9th Grade



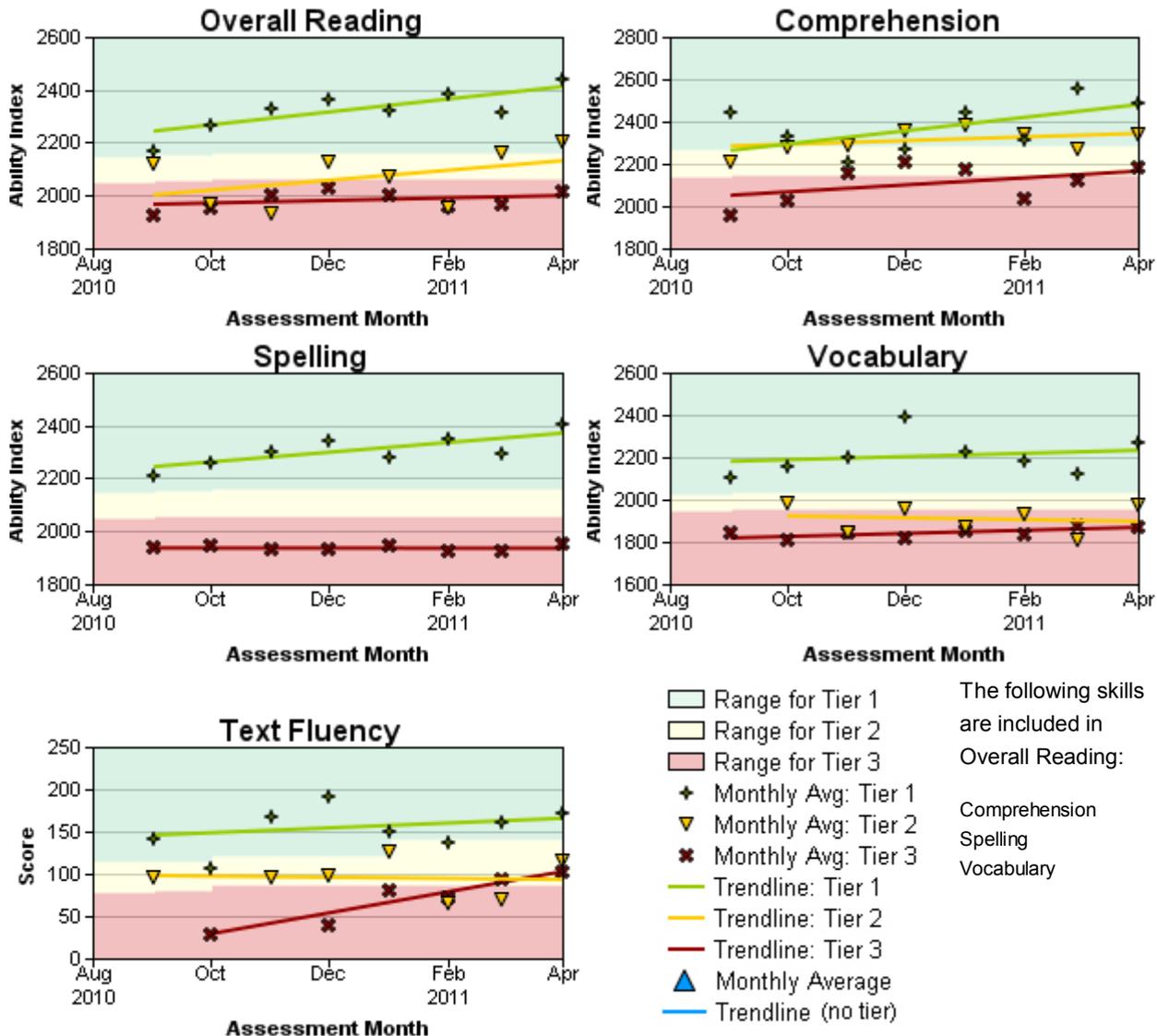
The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 10th Grade



The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

ISIP Skill Growth Report by Tier Level - 12th Grade



The ISIP Skill Growth Report shows each skill assessed and the progress made through the current month as measured against performance goals. Skill goals and criteria become progressively more difficult with each assessment period. The values plotted on the graph are the average student performance for the group of students identified.

Appendix

D



Privacy Statement

This privacy statement (the "Privacy Statement") is incorporated into, and subject to, the Terms of Use and Service (the "Terms") for Imagination Station, Inc. ("Istation"). Please refer to the [Terms](#) for definitions of words with initial capital letters that are not otherwise defined in this Privacy Statement.

Istation is committed to protecting Your privacy and that of students while providing You with the most useful and enjoyable experience possible. We strongly believe in protecting the privacy of any personally identifiable information provided to us. We also believe it is important to inform You about how we will use personal data and to give You choices about how those data will be used. Therefore, we encourage You to read this Privacy Statement carefully.

This Privacy Statement explains data collection and use practices relating to access and use of the Resources and the Resource Materials. By accessing and using any Resource, You consent to the information collection and use practices described in this Privacy Statement.

If You have any questions about this Privacy Statement, You may contact Istation using the information below (the "**Contact Information**").

Write to us at:

info@Istation.com

The Imagination Station, Inc. DBA Istation
8150 North Central Expressway, Suite 2000
Dallas, TX 75206
Phone: 214-237-9300
Fax: 972-643-3441

Istation will only collect, store, and use your personal information for defined purposes, such as to provide access to, and use of, the Resources and to provide customer service and support. Istation will not sell your personal information to any unaffiliated third party, except pursuant to a sale of all or substantially all of Istation's assets or pursuant to any business combination (such as a merger) to which Istation is a party. At any time you may contact Istation with any privacy questions or concerns that you may have using the Contact Information above.

What information is collected?

We collect information voluntarily submitted to Istation. Examples of such information include

- identifying information, such as district and school names, first and last names of students, student district/school issued identification numbers, teacher and administrator names, and teacher and administrator e-mail addresses;
- responses, such as responses to interactive activities and assessments;
- security information, such as user names, passwords, and password hints;
- contact information, such as names, mailing addresses, and phone numbers;
- Resource-use behavior, such as pages visited, downloads, or searches requested;
- browser information, such as browser version, IP address, and presence of various plug-ins and tools; and
- demographic data, such as gender, race, special-education status, socioeconomic status, and English language learner status.

At least some of the above information may be provided by the classroom teacher and/or other school administrators using the Resources.

How is information used?

The personal information provided to Istation will be used in furtherance of the Resources, such as to provide access to, and use of, the Resources and to provide customer service and support.

How are student results and student information made available?

Student results from usage of the Resources are available for review to Authorized Users on the Web Site. Student results may be viewed only as authorized by the applicable school district. Generally, teachers may see only the results of students in his/her classroom, principals may see only the results of students in his/her school, and district-level administrators may see only the results of students in the district. Student results are shared within Istation on a need-to-know basis only. Istation employees are required to keep the information confidential, and it may not be used for any purpose other than to carry out the services they are performing for Istation.

Student user identification (first name and last initial) and user passwords assigned by Istation are available to applicable Authorized Users on the Web Site.

Does Istation share my information with third parties?

Istation may engage third-party agents, contractors, vendors, and service providers to perform various functions on Istation's behalf ("**Service Providers**"). For example, Istation may share personal information with Istation's research partners provided, however, that students' names will not be shared with such researchers without Your permission. The purpose of such research is to prove the validity and efficacy of the Resources and to improve the Resources where appropriate. Additionally, results may be aggregated and reported on a de-identified basis: no personal information (including, but not limited to, information on specific districts, schools, or students) is revealed in such aggregated results without Your prior permission.

Other services provided by Service Providers may include, but are not limited to, (i) managing customer information, (ii) analyzing data, (iii) developing, hosting, and maintaining the Resources and any related

databases, and (iv) communicating about Istation. Istation does not authorize any of the Service Providers to make any other use of any personal information or to contact You outside the context of the services related to the Resources.

Istation reserves the right to disclose personal information as required by law, in response to legal process and law enforcement requests, and as necessary to protect the property, interests, and rights of the Affiliated Group and others.

How do I access my information? How do I change my information?

Your personal information can be accessed and changed by contacting Istation using the Contact Information provided above. Please be sure to include Your full contact information, such as Your name, address, and e-mail address, as applicable, when contacting Istation to access or change Your personal information. Also, please allow one week for e-mail requests and three weeks for postal mail requests to be fulfilled.

How does Istation protect kids' privacy?

If You are a parent or legal guardian of a child under the age of 18, and Your child's personal information has been provided to Istation using the Resources, You may contact Istation using the Contact Information provided above. You may request a copy of Your child's personal information or request to change or delete any and all personal information about Your child. Please be sure to include Your full contact information, such as Your name, address, and e-mail address, as applicable, when contacting Istation to access, change, or delete Your child's personal information. Also, please allow one week for e-mail requests and three weeks for postal mail requests to be fulfilled.

Support Services

In addition to being able to call Istation's support services department, users of the Resources may also e-mail Istation their questions using the Contact Information above. Other than an e-mail address, Istation does not request that users submit any personal information online for support services inquiries. Istation may, however, ask for additional nonpersonal information to better help Istation respond to support service questions. Istation uses the e-mail address to communicate directly with administrators, teachers, and parents.

Administrators and teachers may create student accounts used for participation in the Resources. Creation of student accounts may occasionally require e-mail exchanges between school personnel and Istation support services. These communications may include the first name and last name of a student, district/school issued student identification numbers, and Istation user identification. This information is transmitted over a secure Internet connection and is used by Istation only for the purpose of establishing user access.

Administrators and teachers may also make support service inquiries directly by e-mail using the Contact Information above or otherwise. Such inquiries may occasionally include the first and last names of students using the Resources in their requests. This information is used only by Istation to respond to user requests and for no other purpose.

The Resources may generate a log when an unexpected error condition in running the program is encountered. This log may be automatically transmitted to Istation for internal debugging purposes.

Other than the user identification (first name and last initial), this log does not contain any personal information.

Web Site Security

We recognize our responsibility to protect the information You entrust to Istation. Istation uses a variety of secure techniques to protect Your information, including secure servers, firewalls, and encryption technologies. The Web Site is registered with a High Assurance SSL Certificate to enable Your browser to confirm the identity of the Web Site before any transmission is sent. With this technology, the identity of our site is automatically confirmed behind the scenes prior to the transmission of any personal information requested. The information You send us may be encrypted, a process used to scramble information making it extremely difficult to read if wrongly intercepted. We utilize industry-standard Secure Sockets Layer (SSL) technology to allow for the encryption of Your personal information, including, but not limited to, Your name and address.

Resource Security

Istation has taken steps to ensure that personally identifiable information collected and access to usage results are secure, including, but not limited to, limiting access to Istation's database servers as well as password protections that guard against unauthorized access. Student usage information and passwords are encrypted and stored on each local computer. All personal information sent to us is encrypted during transmission, such as during login. Once the data reaches our server, personal information and student usage results are stored on a secure database. Access to this information is password protected and provided only to Authorized Users.

Use of "Cookies"

A "cookie" is a small piece of information that some Web sites store on Your computer's hard drive when You visit them. This element of data is a small file, not a program, that contains information identifying a user. When a user revisits a Web site, his or her computer automatically "serves up" the cookie, eliminating the need for the user to reenter the information. Like many other Web sites, Istation uses cookies for this purpose. Your user "domain" is the only data stored on Your hard drive by Istation. Most Web browsers automatically accept cookies but allow You to modify security settings so You can approve or reject cookies on a case-by-case basis. At a minimum, Your Web browser must allow temporary cookies which are not stored on Your hard disk to log in to the Web Site. Please refer to the "Help" file of Your Internet browser to learn how to receive a warning before a cookie is stored. To learn more about cookies, we encourage You to visit www.cookiecentral.com.

Third-Party Sites

The Web Site may contain links or references to third-party Web sites, resources, and advertisers (collectively "**Third-Party Sites**"). These Third-Party Sites are not controlled by Istation and, therefore, are not subject to this Privacy Statement. You should check the privacy policies of these individual Third-Party Sites to see how Your personal information will be utilized by the operators of those Third-Party Sites before providing any personal information. Please be aware that these Third-Party Sites may collect personally identifiable information about You and may also send "cookies." Istation is not responsible for the content or practices of any linked Third-Party Sites, and we provide these links solely for the convenience and information of our visitors.

Other Information

Istation may offer managers of accounts (school administrators and teachers) the opportunity to receive newsletters or other information about our products or services that we feel may be of interest. Only Istation or agents working on behalf of Istation will send You these direct mailings. If at any time You want to discontinue receiving this information, You can unsubscribe by following the instructions found at the end of Istation e-mail messages or by using the Contact Information above.

Can Istation change this Privacy Statement?

Istation may change this Privacy Statement at any time without notice. However, if the Privacy Statement changes, we will post an updated version on the Web Site. The policy revision date will be posted at the bottom of the page.

Istation welcomes Your questions and comments about our Privacy Statement. You may contact us using the Contact Information above.

Effective Date: July 23, 2011

RACKSPACE® SAS 70 TYPE II REPORT

Rackspace Hosting has completed an examination in conformity with Statement on Auditing Standards No. 70 (SAS 70), Service Organizations for the period January 1, 2010 through September 30, 2010. Completion of the SAS 70 Type II examination indicates that selected Rackspace's processes, procedures and controls have been formally evaluated and tested by an independent accounting and auditing firm. The examination included the company's controls related to security monitoring, change management, service delivery, support services, backup and environmental controls, logical and physical access.

SAS 70 is designated by the U.S. Securities and Exchange Commission (SEC) as an acceptable method for a user organization's management to obtain assurance about service organization's internal controls without conducting separate assessments.

A service auditor's examination performed in accordance with SAS No. 70 (SAS 70 Audit) is widely recognized, because it represents that a service organization has been through an in-depth audit of their control objectives and control activities, which often include controls over information technology and related processes. A Type II report not only includes the service organization's description of controls, but also includes detailed testing of the design and operating effectiveness of the service organization's controls.

Currently the SAS70 Type II Report pertains to the Rackspace Managed Hosting customers, Rackspace Cloud Servers™, Cloud Files™ customers and all Rackspace Data Centers.



experience *fanatical support*®

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RACKSPACE® HOSTING | 9725 DATAPOINT DRIVE | SAN ANTONIO, TX 78229 U.S.A.



Appendix

E

Personnel Evaluation: Growth and Value Added Model of Teacher Expectations Using Istation

The value added model utilized to depict a growth model for teacher evaluation is described in the following pages. Istation assists in analyzing test data that measures teaching and learning. This method requires that students' test score gains from previous grades are reviewed to allow for predicting the amount of growth a student is likely to make in a given year. Therefore, if a student makes that expected amount of progress, makes less progress than expected, or makes more progress than expected, the impact of a teacher and/or a curriculum has had an effect on student growth. Struggling students are found disproportionately in classrooms with ineffective instruction. With this value added assessment, any amount of progress that has been made is acknowledged.

This model will be described as a growth and value added model of evaluation. A growth model described the actual progress in test scores made over the school year. In contrast, student achievement describes the absolute levels attained by a student in their summative assessment. The problem with using only achievement is that it is highly linked to the socioeconomic status of a student's and family income, education and exposure to books and travel. In contrast, the growth or value added assessment answers the question: how much value did the school staff/curriculum add to the students' who live in its community no matter what hand society dealt them. Each student serves as his or her own "baseline", which removes virtually all of the influence of such issues as race or socioeconomic factors.

Projected test scores are then compared to actual scores achieved at the end of the school year. If scores are higher than projected, instruction would be assumed to be highly effective. Conversely, scores that are mostly below projections suggest that the instruction was ineffective.

Istation is an assessment program that not only assesses students in reading, identifies each students' strengths and weaknesses but even offers differentiated instruction to cause a greater probability of students' reading on level. Both formative and summative assessments are utilized. Formative assessments are automatically generated on a monthly basis; thus ensuring more instructional time in the classroom, while being directed toward students' greatest needs.

Depending on the diagnostic data provided by the ISIP assessment, the actual level or tier of intervention needed is designed as a response to Response to Intervention (RtI) model. Within this system, the ISIP results automatically place a student in one of three tiers of instruction.

Istation recommends the following plan for intervention for each tier as described in the chart below:

	ISIP Assessment (online)	Teacher Directed Lesson (TDLs)
Tier I	A minimum of 3 times per year. But available on a monthly basis.	If Tier I student has a weakness in reading, TDLs will be prescribed.
Tier II	Formative Assessment ISIP, should be	TDLs will be prescribed for each identified

	given on a monthly basis. May also use “on-demand” as often as desired.	weakness. Each lesson may require 20-30 minutes. Students may need 2 to 3 TDLs per week which would equal 1 to 1 ½ hours.
Tier III	Formative Assessment ISIP, should be administered on a monthly basis but can be administered “on-demand” as often as desired.	TDLs will be prescribed for each identified weakness, but students might need 3 hours of intervention per week. All TDLs are directly linked to the ISIP results.

The TDLs are designed to provide research-based instruction in an easy-to-use format. These TDLs can readily be used to differentiate instruction in the classroom and come free with ISIP/Istation purchase.

As students are assessed by any one of the ISIP assessments, the student having difficulty in one or more of the reading skills assessed will be noted on the Priority Report. A specific TDL will be prescribed for each identified need. These TDLs will include leveled, tiered and lexiled reading material to provide differentiated instruction.

Writing is incorporated into the Istation program via TDLs. As students read books online, accompanying writing lessons that target the students’ instructional level may be selected. The writing lessons emphasize the writing process and tips for good writing. Students are encouraged to revise and edit by checking for specific elements representative of their instructional level. Lessons provide writing prompts generated from the online reading. Lessons also include writing assignments for personal narratives, narrative and expository essays, and research. Graphic organizers are included to support the organization of writing.

We have assembled tools, lessons, and materials that can be used to differentiate instruction in the classroom and to help students become better readers. Comprehensive TDLs and materials that reinforce and extend the skills assessed and taught in the Istation Reading Program are available. A rich mix of differentiated approaches and leveled reading materials provides formats for all types of learners. Innovative ways to use these resources are provided to energize classroom practice.

There are two types of TDLs that accompany the Istation program. (1) TDLs that are directly related to ISIP results are designed to remediate the reading needs identified from the ISIP. These TDLs are available for ISIP-ER and ISIP-AR and ISIP Español. (2) TDLs that are curriculum based are designed to provide teachers with direct instruction lessons that are based in sequenced, curricular reading activities. The ISIP TDLs are for grades PK-high school and are developed to follow the ISIP results: vocabulary, word analysis, comprehension and text fluency. For students who are gaining at instructional level but working at a level below their expected

level, these TDLs are effective (i.e. ELL, SPED) even at the high school level. Additionally, TDLs are being developed as curricular-related instruction. These TDLs provide the following:

- Provides direct instruction and introduction to concepts perfect for whole-group or small-group settings.
- Provide remediation and re-teaching through explicit, direct instruction for small groups and individuals who are struggling.
- Scaffolded lesson structure builds from basic to comprehensive to complex analysis.
- Interdisciplinary content in English and Reading, Social Studies and Humanities.
- Reading Strategies and skills taught: sequence, summarization, point of view, analyze plot, problem and solutions, sentence structure, subject-verb agreement, author's purpose, evaluations of reasoning in expository text, pronoun antecedent agreement, inferencing, bias and propaganda, main idea, cause and effect, and multiple vocabulary skills.

These TDLs will be forth coming all during the 2012-2013 school year.

The teachers of 3rd- high school grade students who need interventions for either tier 2 or 3 will be able to use both the ISIP TDLs and the curricular TDLs as helping student's movement toward growth in reading achievement.

NOTE: All TDLs maybe used as a pre teach, whole group, small group and/or related lesson, or for home use.

Therefore, a teacher's involvement is as follows in this Istation system:

1. Initial assessment – students may go to a computer lab or they may be rotated on computers in within a classroom. Each initial assessment usually requires 20-30 minutes.
2. Use of the prescribed TDLs - Teachers use lessons as prescribed by the ISIP results and the above chart suggested the amount of use. All TDLs are online and may be downloaded as needed.
3. Acknowledgements of the use of the TDLs may be done on the computer noting the lesson used and teacher providing the lesson. Such audits may be tracked by teacher, campus, area, and district level administrators.
4. Progress Monitoring – depending on the districts' designation of testing intervals, trends will be provided in achievement with actual growth. See suggested use in chart above; and
5. Actual usage or time students' spend in the program. There is a strong correlation between student achievement and usage in the history of districts using Istation.

Fidelity of implementation directly correlates to student growth by noting actual growth in each subtest and overall reading, the time of usage and the actual teaching of the TDLs. Each of these aspects of implementation can be traced through the online ISIP reports. See sample of reports in attached and list of available reports. The reports directly aligned to the 5 critical areas above will be grouped – which can be used to ensure fidelity of implementation.

All of this information assists in providing school leaders with information which can influence the assignment of personnel, allowance of resources, identify mentor teachers and evaluate teachers' effectiveness. From the review and aggregation of these elements of fidelity of implementation, district can better design value-added accountability systems that can assess the impact of teaching, curriculum, and professional development have on academic achievements.

Individual student progress can be identified and measured along with the extent to which individual teachers, schools, and districts have contributed to such progress.

It would appear that approximately one fourth to half of a teachers' evaluation could be attributed to this value-added process. The other half of the evaluation might be accomplished through observation and other means the district would have in place or put in place. Thus, such a comprehensive accountability plan offers a fair and effective method for evaluating and compensating educators based on student performance.

This value-added, growth model of assessment and accountability framework establishes a viable and economically feasible system for evaluation for teachers and even administrators to some degree. Due to the fact that this assessment program including the TDLs is quite economical. The total program is delivered online, the scoring is totally computer generated, and the reports are available instantaneously. There is practically no chance for human error and the reliability and validity of the scores have been established through the psychometric-driven research for normed tests which can be found in the research on Istation's website.

Appendix

F

Evaluation of Evidence of Teacher Effectiveness Using Istation Reports

Several Istation reports directly impact the effectiveness of a teacher and can become a vital part of a teacher's evaluation. In many instances, these same reports can also directly impact a principal's evaluation.

Report	Impact
Classroom Summary	Each time a student takes the ISIP assessment (universal screener and/or progress monitor), their score on each reading subtest is shown and also includes an overall reading score. Therefore, the achievement trend is shown in each area. Each teacher's classroom is noted as it relates to reading achievement via the progress monitoring data points.
Priority Report	Each time the student is administered the ISIP assessment (progress monitored), a Priority Report depicts each area of weakness/need in reading for each student in the classroom. Students are grouped for instruction according to their need and their Tier level. The Teacher Directed Lessons (TDLs) that are prescribed to remediate the weakness are shown and by a "click", the TDL lesson appears, can be downloaded and delivered as a lesson to the individual student or group of students needing assistance in the specific reading skill. The level of difficulty/tier level is also noted so that persistence of a weakness, the degree of struggling with the skill and/or the remediation of the skill can be noted.
Priority Report – Student/Classroom History	This is a history of each student's identified skill weakness for the current and previous school years. The prescribed TDL is listed along with the level of difficulty the student had with the identified skills. If the recommended TDLs were taught and acknowledged by the teacher, the data will be tested. This report will show when the difficulty was also first alerted. Such audits may be tracked by teacher, campus, area and district.
Student Summary Reports – as in Classroom Summary	These reports used at the end of the year denote the growth or lack thereof throughout the year. Therefore, student achievement can be shown by teacher, by principal, by grade level or even by demographic group.
Usage Report	This report is very useful if the entire Istation program is utilized; assessment and curriculum.

Thus, there are several Istation reports which can be used to assist in the evaluation of the effectiveness of teachers, principals, area leaders or others as a district desires to designate.

These same reports which directly correlate to student growth by noting actual growth in each subtest and overall reading are valid within the fidelity of implementation of the Istation program. If an entity is also using the curriculum portion of the program, the usage report would also be a part of the fidelity of implementation.

*See Attached Reports:

- Classroom Summary
- Priority Report
- Priority Report - Student/Classroom History Report
- Student Summary
- Usage Report

Usage Report - Classroom

Levels of Reporting: Classroom

Usage Report - Classroom

***Demo - 2nd Grade

John Adams Elementary

School Year 2010 - 2011

Report Options

Usage Criteria

Supplements

Student Groups

Usage for 2010 / 2011

Update Report

[+] Show Report Description

Tier 3

Usage Criteria: Fair Use Supplemental Insufficient Usage Intervention

Name	This Week		Average Week		Total Usage hh:mm	Total # of Sessions	First Login	Last Login
	Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
<input type="checkbox"/> Marcus [-]			86	2 9	31:07	59	9/21/2010	4/21/2011
<input type="checkbox"/> Nicole [-]			91	3 8	28:34	75	9/22/2010	4/21/2011

Tier 2

Usage Criteria: Fair Use Supplemental Insufficient Usage Intervention

Name	This Week		Average Week		Total Usage hh:mm	Total # of Sessions	First Login	Last Login
	Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
<input type="checkbox"/> Brian [-]			56	2 7	26:55	55	9/21/2010	4/21/2011
<input type="checkbox"/> DaQuan [-]			47	1 8	23:54	61	9/22/2010	4/16/2011
<input type="checkbox"/> Edwin [-]			74	2 6	29:11	65	9/21/2010	4/18/2011
<input type="checkbox"/> Julia [-]			77	2 8	29:34	70	9/21/2010	4/21/2011
<input type="checkbox"/> Malisha [-]			71	3	29:20	69	9/21/2010	4/21/2011

Tier 1

Usage Criteria: Fair Use Supplemental Insufficient Usage Intervention

Name	This Week		Average Week		Total Usage hh:mm	Total # of Sessions	First Login	Last Login
	Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
<input type="checkbox"/> Emmalee [-]			67	2 6	28:23	65	9/21/2010	4/21/2011
<input type="checkbox"/> Kallin [-]			61	3	29:57	67	9/21/2010	4/21/2011
<input type="checkbox"/> Aaliyah [-]			84	3	31:17	71	9/21/2010	4/21/2011
<input type="checkbox"/> Celso [-]			61	3	31:09	70	9/21/2010	4/21/2011
<input type="checkbox"/> Colby [-]			80	2 9	30:37	73	9/21/2010	4/21/2011
<input type="checkbox"/> D'Ann [-]			77	3	31:02	71	9/21/2010	4/21/2011
<input type="checkbox"/> Jayden [-]			67	2 9	28:18	70	9/21/2010	4/21/2011
<input type="checkbox"/> K'ile [-]			73	2 7	28:43	67	9/21/2010	4/21/2011
<input type="checkbox"/> Monica [-]			75	2	23:56	56	9/21/2010	4/21/2011
<input type="checkbox"/> Nakela [-]			69	2 7	27:44	60	9/21/2010	4/21/2011
<input type="checkbox"/> Nicholas [-]			63	2 3	27:52	63	9/21/2010	4/21/2011

This report shows student usage for the last six weeks. The students listed in this report are sorted and grouped by instructional tiers (Tier 1, Tier 2, and Tier 3) as determined by ISIP assessments. Recommendations for use are made by student and are determined by instructional tier category.

Students not meeting the average week Usage Criteria are categorized by Fair Usage and Insufficient Usage as appropriate. Usage rating is determined based on whether istation is used as a supplemental or intervention reading program. If used to supplement another reading program, the usage requirements are lower. If used for intervention, students will be expected to use istation more minutes per week.

This report is used to:

- Prioritize student time on istation Reading when access to computers is limited.
- Evaluate student usage plan.

Classroom Summary Report

Levels of Reporting: Classroom

Classroom Summary Report

***Demo - 2nd Grade

John Adams Elementary

School Year 2010 - 2011

[Show Report Clear filter](#)

ISIP 3

Name	ISIP (overall ability)	Grade Equivalent (GE)	Usage (hours)	Current Cycle	Recent Curriculum Status (including ISIP)				Classroom Behavior
					Phonemic Awareness	Phonics	Vocabulary	Comprehension	
Marcus [-]	219	2.1	31.1	9	✓	✓	✓	✓	✓
Nicolae [-]	211	1.6	28.6	8	✓	✓	✓	✓	✓

Tier 2

Name	ISIP (overall ability)	Grade Equivalent (GE)	Usage (hours)	Current Cycle	Recent Curriculum Status (including ISIP)				Classroom Behavior
					Phonemic Awareness	Phonics	Vocabulary	Comprehension	
Brian [-]	222	2.2	29.9	10	✓	✓	✓	✓	✓
DaQuan [-]	224	2.3	23.9	9	✓	✓	✓	✓	✓
Edwin [-]	225	2.4	29.2	10	✓	✓	✓	✓	✓
Julia [-]	228	2.6	29.6	9	✓	✓	✓	✓	✓
Malarsha [-]	229	2.2	29.3	8	✓	✓	✓	✓	✓

Tier 1

Name	ISIP (overall ability)	Grade Equivalent (GE)	Usage (hours)	Current Cycle	Recent Curriculum Status (including ISIP)				Classroom Behavior
					Phonemic Awareness	Phonics	Vocabulary	Comprehension	
Emmalia [-]	274	3.11	28.4	12	✓	✓	✓	✗	✓
Kadin [-]	244	3.11	29.9	12	✓	✓	✓	✓	✓
Aaliyah [-]	247	3.11	31.3	12	✓	✓	✓	✓	✓
Colby [-]	233	3.2	31.1	10	✓	✓	✓	✓	✓
Coby [-]	252	3.11	30.6	12	✓	✓	✓	✗	✓
D'Anon [-]	242	3.11	31	12	✓	✓	✓	✓	✓
Jarden [-]	236	3.4	28.3	9	✓	✓	✗	✓	✓
Kyle [-]	236	3.4	28.7	10	✓	✓	✓	✓	✓
Henika [-]	229	2.6	24	9	✓	✓	✓	✓	✓
Nakela [-]	229	2.6	27.7	8	✓	✓	✓	✓	✓
Nicholas [-]	260	3.11	27.9	10	✓	✓	✓	✓	✓

This report provides student performance data from the most recently completed ISIP™ assessment and informal curriculum assessments. Students are grouped by ISIP™ instructional tiers.

Skill performance results are provided from the informal curriculum assessments and practice activities in the following areas: phonemic awareness, phonics, vocabulary, and comprehension.

Trends in student performance are color coded to provide an understanding of performance at a glance.

Individual student summaries may be viewed by clicking the student's name. Student Summary Handouts are available to print for the entire class by clicking on the link under Related Reports.

This report is used to:

- Identify skill weaknesses that need to be emphasized in the classroom.
- Identify students in need of additional support.
- Group students for small group instruction.

Combination of ISIP and Curriculum Reports

Priority Report

Levels of Reporting: Classroom

Priority Report
 ***Demo - 2nd Grade
 John Adams Elementary
 School Year: 2010 - 2011
[Show Report Details](#)

Report Options
 Show Students with Intervention Lesson Delivered
 Groups: show all Update Report

Cycle 11: Multi-syllabic Words Group

Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
D Aden		1	Thu Mar 17 2011	9:12	12	Multi-syllabic Words

Intervention Lesson Delivered

Cycle 3: Read with Meaning Group

Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
Marcus		2	Wed Sep 29 2010	29:17	8	Read with Meaning

Intervention Lesson Delivered

Cycle 4: Read with Meaning Group

Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
Nicolee		1	Thu Feb 24 2011	11:35	8	Read with Meaning

Intervention Lesson Delivered

Cycle 8: Read with Meaning Group

Name	Curriculum Status	Overall Reading Tier	Date Listed	Usage Since (hh:mm)	Current Cycle	Recommended Teacher Directed Lesson
Marcus		3	Mon Apr 11 2011	1:50	9	Read with Meaning
Harold		1	Thu Apr 14 2011	1:23	8	

Intervention Lesson Delivered

This report identifies students who will benefit from further intervention and provides links to teacher-directed lessons and supplemental materials. Students are listed on the report if they have demonstrated weaknesses in an ISIP™ Assessment or lack of progress in skill acquisition in the reading program. Students are grouped by skill to facilitate whole- or small-group instruction. A student history of identified skill weaknesses and interventions is retained. Students will also be identified if they demonstrate excessive logouts and idle time.

This report is used to:

- Select students for small group instruction and obtain teacher directed lessons and materials.
- Document interventions provided.
- Monitor student performance.
- Discuss student performance with administrators.

Student Priority Report

Levels of Reporting: Student

Priority Report - Student Intervention History

print 

D'Arion

***Demo - 2nd Grade

School Year: 2010 - 2011

[\(+\)](#) Show Report Description

 [School Year 2010/2011](#)

Priority Alert Reason	Status/Report	Intervention Lesson	Alert First Listed
Cycle 11: Multi-syllabic Words Add Intervention Note	view report	 Multi-syllabic Words	Thu Mar 17 2011
ISIP Early Reading: Vocabulary Add Intervention Note	view report	 Vocabulary	Tue Sep 21 2010
ISIP Early Reading: Text Fluency Add Intervention Note	 view report	 Text Fluency	Tue Sep 21 2010

 [School Year 2009/2010](#)

 [School Year 2008/2009](#)

This report is a history of identified skill weaknesses for this student for the current and previous school years. The recommended teacher-directed lesson for intervention is listed along with the level of difficulty the student had with the identified skill/s.

If the recommended teacher-directed lessons were administered as an intervention, and the student was acknowledged by the teacher, the date will be listed below.

This report is used to:

- Document interventions provided.
- Monitor student performance.
- Discuss student performance with administrators.

Usage Criteria Information

Usage recommendations vary depending upon district implementation of the istation program. The number of minutes recommended for students on a weekly basis is lower if istation is used to supplement another reading program.

If istation is used as the primary intervention program, recommended weekly minutes per student are higher. Usage performance is classified as "Good" when the recommended minutes per week are met by students for their specific instructional tier. "Fair" usage is obtained when usage performance is within 30 minutes of the recommended minutes per week. Finally, "Insufficient" usage is noted when the number of minutes used per week fall below the recommended usage.

To achieve "Good Usage" in the *Intervention* category, istation recommends the following:

- **Tier 3** students use the program for 120 or more minutes per week.
- **Tier 2** students use the program for 90 minutes per week.
- **Tier 1** students use the program for 45 minutes per week.

To achieve "Good Usage" in the *Supplemental* category, istation recommends the following:

- **Tier 3** students use the program for 90 or more minutes per week.
- **Tier 2** students use the program for 90 minutes per week.
- **Tier 1** students use the program for 30 minutes per week.

Appendix

G

Correlation of Charlotte Danielson's Framework for Teaching to Istation is as follows:

Istation can make Teacher and Principal Evaluation more effective and create an ease of use using Charlotte Danielson's Framework for Teaching: Components of Professional Practice. The following correlations to Istation's use will be delineated along with Istation real time reports aligned to aspects of this framework.

- **Domain 1:** Planning and Preparation
 - Demonstrating Knowledge of Content and Pedagogy
By using the Istation's ISIP, the teacher knows what is expected in the content in reading and is provided many Teacher Directed Lessons (TDLs) which follow the pedagogy required for learning as depicted in reading research.
*Reports: Classroom Summary, Priority Report
*Resources: TDLs
 - Demonstrating Knowledge of Students
The results of the ISIP assessment provide exact knowledge of the students' reading skills. The Priority Report notes the exact reading skill needs and links the specific lessons for remediation. Because the ISIP assessment is catified, the students' level of instruction is clearly defined. Principals must review the Priority Report, Priority History Report to verify that teachers are teaching the prescribed TDLs in a timely manner.
*Report: Priority Report, Priority History Report
*Resources: TDLs or other approved intervention materials
 - Setting Instructional Outcomes
The Student Summary and the Class Summary both depict the instructional needs and set reading outcomes. When the teacher/principal reviews the instructional goals noted on the reports and the instructional goals chart, the expected outcomes are clear.
*Reports: Student Summary, Classroom Summary, Priority Report, Instructional Tier Goals
*Resources: TDLs
 - Knowledge of Resources
Instructional resources are noted for the teacher/principal on the Istation's home page, ISIP Assessment; Priority Report; TDLs (ISIP and others); Books/Passages; White Papers and Scope and Sequence (if using the curriculum program).
*Reports: Priority Report, Classroom Report
*Resources: TDLs, Books, Passages, Research Papers
 - Designing Coherent Instruction
The reading research was specifically relevant in the development of the ISIP assessment. Also, each TDL is developed using the Lesson Design, Guided Practice, Independent Practice and Reteach, if needed. Istation provides assessment and TDLs but the teacher must review the assessment, teach the TDLs as prescribed and make note of the success or lack thereof. Decisions on adjustment of instruction must ensue from these activities.
*Reports: Classroom Summary, Student Summary
*Resources: Instructional Tier Goals

- Designing Student Assessment

Each of the ISIP assessments were designed and aligned to reading research. These were also designed as CAT - Therefore, providing a clear picture of the students' current skill levels in all of the reading subtests. There was also careful design of how to construct such a test on the computer to be both valid and reliable. This is noted in the research area on the Istation home page (www.Istation.com) .
- **Domain 2: The Classroom Environment**
 - Creating an Environment of Respect and Rapport

When the student is online and taking the ISIP assessment, all narration is done in a most respectful manner. Each of the directions provided on the TDLs is direct but respectful and in both cases, corrective feedback is clear but relates to positive encouraging remarks in a pleasant fueling tone.
 - Establishing a Culture for Learning

All activities related to Istation establishes a culture for learning: clear and concise directions, corrective feedback, encouraging remarks and, lesson design that provides the pedagogic sequence for learning to read as established by research.
*Resources: Scope and Sequence
 - Managing Classroom Procedures

In order to use Istation features appropriately, the procedures for managing the classroom should be clear and of a routine that enables ease of learning. Whether it is in organizing movement to and from a computer lab, or within the classroom to ensure and maximize learning time, the management procedures should be in place.
*Resources: Online Training Manual
 - Managing Student Behavior

As students are administered the ISIP assessment, teachers should be observing/facilitating the activity to ensure that students are focused and making the best use of their time.
*Online Training Manual
 - Organizing Physical Space

As teachers group students for teaching the TDLs in small group/one-to-one, the physical space can be organized for ease of movement of students and allowing teachers to move about the classroom to ensure student focus.
*Online Training Manuel
- **Domain 3: Instruction**
 - Communicating with Students

The teacher of course, communicates with students before, during and after the ISIP assessment. The communication is more intense as the teacher actually teaches the TDLs. The teacher also communicates with the student as the student is provided knowledge related to the students' academic growth in reading using the student Summary Report which provides a concise, graphic visual of the students' continual growth.

- *Reports: Student Summary, Priority Report
- *Resources: TDLs
- Using Questions and Discussions

The TDLs provide a range of questions developed with the revised Bloom’s Taxonomy in mind as questions are employed to initiate and sustain activities. Discussions are encouraged in the same manner throughout the TDLs.

*Resources: TDLs
- Techniques

Smart Boards/White Boards can be used very effectively with Istation and specifically with the TDLs. Other techniques may include delivery to whole class, small group, or individual to bring about intervention/remediation. ISIP may also be taken on a Tablet or iPad.
- Engaging Students in Learning

Because the Istation program has been developed by an Emmy award winning artist, the online material is very engaging and has a game-like delivery. Students request to be assessed by asking, “When I Can Show What I Know?” which is the title of the ISIP ER (grades Pk-3).
- Using Assessment in Instruction

Research purports that initial assessment and progress monitoring are the necessary elements for appropriate and differentiated instruction. Istation activates the screen, diagnoses, and progress monitors. From these diagnostic results, students are placed in the appropriate instructional online lesson automatically. Progress Monitoring is done automatically on a monthly basis but can be activated as often as needed. Therefore, a valid assessment is used often to guide instruction effectively through the reports.
- Demonstrating Flexibility and Responsiveness

ISIP’s CAT test is extremely flexible in that the student is tested at the students’ level of learning, thus the students’ baseline is formed. The TDLs and continuous progress monitoring responds to the growth and/or areas of concern in the students’ learning path.

*Reports: Student Summary, Classroom Summary
- **Domain 4: Professional Responsibilities**
 - Reflecting on Teaching

When using the TDLs to teach/re-teach a needed skill, the reflection on the teaching should be quite evident. Also the student growth in a skill, or lack thereof, should precipitate reflection on the teaching of a skill or skills. Teacher may actually write notes on the computer (Priority Report) relative to the student responses to the intervention. This report provides a documented audit trail.

*Reports: Priority Report, Priority Student History Report
 - Maintaining Accurate Records

The computer maintains all records related to the ISIP results and the application of the TDLs. Therefore, not only are current records available but prior records are archived and retrievable for use in making decisions regarding student placement, etc.

*Reports: Student Summary Report, Priority Report, Priority Student History Report

- Communicating with Families

The Student Summary Report provides much data relative to a students' academic growth in reading; growth in each reading skill, grade level equivalency, lexile ranges, oral reading fluency, and tier levels relative to RtI and national norms.

*Reports: Student Summary

*Resources: Reading Correlation Chart

- Participating in a Professional Community

The actual use of Istation provides the teacher/principal professional development in learning to read and reading to learn strategies. The user of Istation becomes engrossed in the researched reading program of teaching students to grow in reading.

*Resources: Online Videos, White Papers and Research Documents on website

- Growing and Developing Professionally

As the teacher/principal continues to use the program, professional development in reading academics and appropriate use of data to drive instruction becomes increasingly evident. Principals should be able to review their campus achievement by grade level, by reading skill, and/or by any demographics to ascertain needs and make better informed decisions relative to curriculum, teachers' placement, and any other decisions which facilitate growth.

*Reports: All Istation Reports, Classroom Summary, Campus Reports

*Resources: Online Videos

- Showing Professionalism

Teachers/principals learn the vocabulary and language of teaching and learning in reading and how assessment affects student growth and teacher/principal evaluation.

*Reports: All Istation Reports

*Resources: Online Videos

**Correlation of *The istance Reading and Intervention Program*
to Robert Marzano’s Nine Categories of Instructional Strategies**

Robert Marzano has set forth nine instructional strategies that are most likely to improve achievement success across the content areas and across all grade levels. The following information will describe how the components of *The istance Reading and Intervention Program* correlates to these strategies.

Marzano Strategies	istance Correlation
Identify Similarities and Differences	<ul style="list-style-type: none"> • Graphic Organizers are widely used – especially in the curriculum designed for grades 3-5. The Venn Diagram is just one of these organizers. • Students are asked to compare, contrast, classify in the online interactive curriculum. In the online books, the narrator uses identification of similarities and differences to explain the expository text. In the lessons of the Teacher resource Material, students are often directed to use the graphic organizers to identify similarities and differences.
Summarizing and Note Taking	<p>Summarizing is done within the interactive curriculum, but also in the Teacher Directed Lessons. The actual skills of creating a step-by-step summary are available online. The strategy of prediction is evident in the online books and especially in the component of reading in the content area of science.</p> <p>Suggestions for note taking are primarily done</p>

	in the Teacher Directed Lessons.
Reinforcing Effort and Providing Recognition	Even in the initial online Universal Screening Assessment of ISIP, the students are encouraged to “do your best”, “listen carefully”, and “work as fast as you can”. After completion of a subtest and while student is working in the curriculum, there is <u>pause</u> , <u>prompt</u> , and <u>praise</u> . If the student is “just clicking” in the program and not ready to listen carefully, the narrator provides a pause and addresses the problem.
Homework and Practice	There are two ways that the practice for homework is provided in istation. As online books are read, teachers are encouraged to make copies and send home with the student for further practice – especially to practice fluency. Students may read the material alone or request that a parent or sibling read with them. If students are having difficulty with a skill or concept, the teacher will be notified on the Priority Report with a link to a scripted Teacher or Parent Directed lesson for remediation.
Nonlinguistic Representations	Throughout the istation program, words and images represent relationships. Information stored in both linguistic and visual forms provides students with more opportunities to achieve. Yet, recently, nonlinguistic representations have proven to stimulate increased brain activity. Therefore, each skill in istation has a nonlinguistic symbol and many times is accompanied by a linguistic symbol. In one of the earliest skills taught, naming letters is first shown by an upper and lower case letter. The symbols/images are portrayed by images beginning with the letter

	<p>such as “M” for mountain. Then another nonlinguistic “picture” appears that uses a “rebus” sentence to show how a word is used in a sentence with appropriate pictures.</p> <p>The use of physical models as used in the virtual science labs in grades 3-5. The narrator provides background knowledge prior to science-related labs. Engaging in the experiment is fun and exciting for the student. In the solar system lab, students manipulate the planets and place each in the order of distance from the sun. The student received guided practice and modeling . After which, the student must perform a similar task as an independent practice.</p>
<p>Cooperative Learning</p>	<p>After each of the student assessments, the teacher can download the Priority Report. On this report, students are grouped according to their individual instructional needs related to the reading skill. Groups for instruction are now formed based on instructional need.</p> <p>For example, even within a group there are varying levels of need. There may be a group of 5 or 6 in Cycle Two, 2 students in Cycle Three and 1 student in Cycle Five all experiencing some difficulty with vocabulary. The teacher will receive 3 Teacher Directed Lessons based on levels. The teacher can address each student’s needs in a cooperative learning activity. The core components of cooperative learning : positive interdependence, group processing, appropriate use of social skills, face to face interaction and individual accountability can be utilized.</p>

<p>Setting Objectives and Providing Feedback</p>	<p>When the student completes the ISIP Assessment, the student is automatically placed in the interactive curriculum to work on the specific skills the student needs to work with more efficacy in the core program.</p> <p>After the student completes each subtest, the student is shown his score and the desired goal. This occurs continually throughout the year. Therefore, the student sees a graphic representation of his growth toward goal.</p> <p>The narrator provides correction in a friendly manner and is very specific about success on the charts each time the student is assessed.</p> <p>All through the program, corrective feedback is immediate and is delivered in a positive manner by the narrator or peer tutor.</p> <p>Teachers may also sit down with the student to review his climb to the goal of each skill objective.</p>
<p>Generating and Testing Hypotheses</p>	<p>As students read the online books, students are asked to make predictions from the start. As students progress to reading in the content area of science, they are guided to clearly explain their hypothesis and conclusions. In the science curriculum for grades 3-5, students are asked to build models using the resources provided in the interactive curriculum. Questions are generated about why or why not their hypothesis is correct.</p> <p>There are multiple virtual science labs throughout the upper Cycles in instruction. The scientific method is taught and required in each online experiment.</p>

<p>Cues, Questions, and Advance Organizers</p>	<p>The narrator and peer tutors provide the cues, questions, and Advance Organizers via the computer which helps to focus students on what is important in each activity.</p> <p>Each part of the istation program is customized to meet the needs of the individual student and to be ready for upcoming learning experiences.</p> <p>The narrator and peer tutors present these strategies at a pace comfortable for the differentiated needs of each learner. The program also alerts the student that they can review, go back to a previous item, and click to better understand a skill or concept.</p> <p>In the Teacher Directed Lessons, many of the strategies are used as the teacher conducts small group lessons. Advance Organizers are embedded in the lessons and templates are provided as additional resources for any lesson.</p>
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Appendix

H

ISIP Correlation to Virginia English Standards of Learning

Grade	Common Core Standard	Sub-Standard	Virginia SOL	ISIP	Subtest
K	Foundational Skills	Print Concepts 1	K.5 K.7 1.5	ER	Comprehension, Letter Recognition
K	Foundational Skills	Phonological Awareness 2	K.4 K.7 1.4	ER	Phonemic Awareness,
K	Foundational Skills	Phonics and Word Recognition 3	K.4 K.7 K.6	ER	Letter Recognition, Alphabetic Decoding, Vocabulary
K	Foundational Skills	Fluency 4	1CF	ER	Text Fluency
1	Foundational Skills	Print Concepts 1	K.5 K.7 1.5	ER	NA
1	Foundational Skills	Phonological Awareness 2	K.4 K.7 1.4	ER	Phonemic Awareness
1	Foundational Skills	Phonics and Word Recognition 3	K.4 K.7 K.6	ER	Alphabetic Decoding, Spelling, Vocabulary
1	Foundational Skills	Fluency 4	1CF 1.9 2.8 2.9 3.5	ER	Text Fluency, Comprehension
2	Foundational Skills	Phonics and Word Recognition 3	2.5 3.3	ER	Alphabetic Decoding, Spelling, Vocabulary
2	Foundational Skills	Fluency 4	1.9 2.8 CF 1.8 2.6 2.9 CF	ER	Text Fluency
3	Foundational Skills	Phonics and Word Recognition 3	3.3 3.4 2.4 3.3	ER	Alphabetic Decoding, Spelling, Vocabulary

ISIP Correlation to Virginia English Standards of Learning

3	Foundational Skills	Fluency 4	3.3 3.4 3.5 CF	ER	Text Fluency, Comprehension
4	Foundational Skills	Phonics and Word Recognition 3	4.4 CF 5.4 CF	AR	Word Analysis, Spelling
4	Foundational Skills	Fluency 4	3.5 4.5 4.6	AR	Connected Text Fluency, Comprehension
4-5	Anchor - Reading	Key Ideas and Details	4.5 2.8	AR	Comprehension
4-5	Language	Knowledge of Language Vocabulary Acquisition and Use	4.7 4.8 4.4 2.2 2.7	AR	Comprehension, Connected Text Fluency
5	Foundational Skills ³	Phonics and Word Recognition 3	5.4CF	AR	Word Analysis, Spelling
5	Foundational Skills ⁴	Fluency 4	5.5 5.6 CF	AR	Connected Text Fluency, Comprehension
6-10	Anchor - Reading	Key Ideas and Details Craft and Structure	6.5 6.5 CF 6.4 8.5 7.5 7.4	AR	Comprehension

ISIP Correlation to Virginia English Standards of Learning

6-10	Language	Knowledge of Language Vocabulary Acquisition and Use	6.2 6.4 6.4 CF 7.4 7.4 CF 8.4 8.4 CF 9.4 9.4 CF 10.4 10.4 CF 9.3 10.3	AR	Spelling, Vocabulary, Comprehension, Connected Text Fluency
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Appendix

I



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East Baton Rouge Parish School System

The Effectiveness of istation in a School:

November 2011

By: Alan Bugbee, Psychometrician

Wedgewood Elementary (East Baton Rouge Parish) was initial campus to use the istation program.

- Ranked 60th among 88 districts in Louisiana
- 648 students – 87% eligible for free/reduced lunch.
 - 81% African American, 14% Anglo, 2% Hispanic and 3% Asian

Began using istation in the fall of 2010. By December, teachers began seeing improvement. The Chief Officer for Accountability, Assessment and Evaluation wanted to determine the effectiveness of the istation software.

Students from grades 1-5 were using the assessment and intervention program. The results of the descriptive study evidenced an average pre-test/post-test growth of 64%, tremendously exceeding the district average of 19.4%. These gains were similarly seen with the LEAP Assessment (the Louisiana State Test) with Wedgewood 4th grade classes, rising 25 points in 2011 compared with 2010.

In 2011, Wedgewood Elementary also surpassed the state and district averages for ELA Reading proficiency.

This school year 2011-2012, additional schools from the East Baton Rouge Parish have implemented the istation program.

The full study is in the SSI RFP binder and on the istation website.



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Frisco Independent School District

A Comparison of Variance Explained by the ISIP and MAP in Relation to the DRA2

by: Bradan Hoilzle, Psychometrician

Reason for Study:

1. The Superintendent was concerned about the burdensome demands placed on K-5th grade teachers as they individually assessed each students multiple times per year using the DRA2.
2. The Superintendent was also concerned about the district being more selective in assessments. Reading assessments used: MAP – Measures of Academic Progress; ISIP – istation’s Indicators of Progress; TAKS; DRA2, and ITBS. The district desired to know : (1) were they over testing students?; (2) were they underutilizing data they were gaining from all of these assessments?

The last thing that the district wanted to do was waste precious instructional time gathering assessment data that would sit undisturbed in some database and never be applied to adjusting and differentiating student instruction.

Since the teachers already felt confident in the reliability of DRA2, it was decided that they would compare the scores of the two computer-adaptive tests (MAP and ISIP) with the DRA2.

Upon completion of the study (using single predictor regression), the ISIP was more highly correlated with the DRA2 than the MAP.

After finding that the ISIP overall data score did a better job of predicting a DRA2 score than the MAP RIT score, the psychometrician was able to produce a test score conversion chart for the ISIP overall theta score to the DRA2 score.

The full study is in the SSI RFP binder and on the istation website.



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Hillsborough County School District, Tampa, Florida

Report of istation 2009 Second Grade 2010 Third Grade Users

By: Linda Gaughan, Ph.D.

Reason for Hillsborough Study:

The Supervisor of Elementary Reading and Language Arts requested information about how istation results correlated with Stanford -10 reading in 2nd grade and FCAT (Florida Comprehension Assessment Test) reading in 3rd grade. Istation provided to Hillsborough County the ISIP data for 3rd graders in 2010-2011 who used the istation system both as 2009-2010 2nd graders and 2010-2011 3rd graders. Their results were viewed in light of these students 2nd grade Stanford -10 results and their 3rd grade FCAT results.

istation use of 2nd grade grew to 5500 students in March 2010 and use for 3rd grade grew to 5431 in October 2010. Student data was collected on a monthly basis.

Results showed a strong correlation between the total Reading ISIP measure and 2nd grade Stanford-10 (correlation coefficient = 0.753 for 50597 students who took both measures), statistically significant at the 0.01 level.

Similarly, Total Reading ISIP scores and the FCAT 3rd grade score correlated significantly at the 0.01 level for the 2,265 students who took both measures.

The results of the istation ISIP Total Reading measures strongly correlate to outcome measures used in the Hillsborough County district. In conclusion, istation can be used with a strong degree of assurance that success on one measure is mirrored in the outcome measure.

The district recommendations to their staff:

- Identify students early who would benefit from istation use by October
- Ensure adequate time in the program without missing their regularly scheduled time with their large group of reading instruction

Appendix

J



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Appendix

K



Technical Information

Network Administrators

Istation employs a proprietary communication protocol designed to minimize Internet bandwidth usage when run by multiple students simultaneously in a school. Internal firewalls and/or content filters must be configured to allow outbound access to our servers:

- IP address range:
174.143.0.184 – 174.143.0.191 (174.143.0.184/29)
- TCP ports 12500 through 12509

System Requirements		
Specification	Windows	Mac
Supported Operating Systems	Windows XP, Vista, and 7	OS X 10.3.9 – 10.7
Processor	500 MHz Pentium III	500 MHz G4
Memory	256 MB RAM	256 MB RAM
Hard Disk	2 GB free space	2 GB free space
Graphic Display	800x600	800x600
Sound Card	with headphones	with headphones
Internet Connection	768 kbps or greater	768 kbps or greater

Installation Information

To install Istation, you must be logged in with administrator rights. A simple installation is performed from our [Download Istation Web page](#). There are no CD-ROMs to install or school-based servers to maintain. Administration for schools is virtually nonexistent. After installation, we can support any number of students simultaneously in Istation generally using the bandwidth of a single Web surfer. In the event that the school's Internet connection is lost, Istation will continue to function normally and will synchronize with our servers when the Internet connection is restored. Since Istation is delivered through the Internet, we transparently provide enhancements without a service call, at no additional cost.

Local Firewall Information

When a software firewall is active on a computer, the firewall must be configured to allow Istation to accept connections from the local network. On Windows, this configuration occurs automatically during installation. For information specific to your OS, please review the detailed installation instructions for [Windows](#) or for [Mac](#). Additional information may also be obtained by calling Support Services at 1-866-883-7323 or 972-643-3440 (and pressing 2).

Web-Based ISIP™

Web-Based ISIP requires a browser that supports Flash 9+. These browsers include IE7+, Firefox 3+, Chrome, and Safari 4+ for Mac.

Appendix

L

LESSON OVERVIEW

OBJECTIVES

Vocabulary Objectives

- Learn target vocabulary to enhance reading comprehension.
- Apply target vocabulary in written responses and oral language.

Comprehension Objectives

- Compare and contrast based on prior knowledge and visuals.
- Compare and contrast based on information in a text.
- Use a Venn diagram to represent text.

ESL MODIFICATIONS



Listening • Students will respond verbally or nonverbally to identify similarities and differences heard in the whole group reading activity.



Reading • Students will identify similarities and differences from a text using visual support and graphic organizers.



Speaking • Students will repeat new vocabulary and respond to questions about visuals.



Writing • Students will record similarities and differences from a simple text.

MATERIALS

TEACH

- “What’s Alike? What’s Different?” Student Page 1

GUIDED PRACTICE

- “Compare and Contrast,” Student Page 3
- “Venn Diagram,” Student Page 2

INDEPENDENT PRACTICE

- Passage “Getting Ready for a Parade” Level 3, Student Page 6
- “Venn Diagram,” Student Page 2

ESL MODIFICATIONS

TEACH

- “What’s Alike? What’s Different?” Student Page 1

GUIDED PRACTICE

- LEVELS 1–3** • “Compare and Contrast,” Student Page 3
- LEVELS 2–3** • “Venn Diagram,” Student Page 2

INDEPENDENT PRACTICE

- LEVEL 1** • “Getting Ready for a Parade” Level 1, Student Page 4
 - “Venn Diagram,” Student Page 2
- LEVEL 2** • “Getting Ready for a Parade” Level 2, Student Page 5
 - “Venn Diagram,” Student Page 2
- LEVEL 3** • “Getting Ready for a Parade” Level 3, Student Page 6
 - “Venn Diagram,” Student Page 2

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at www.istation.com

VOCABULARY SUPPORT



Target Vocabulary Words

skiing muscles balance fit helmet squat

- When introducing each word, first say the whole word. Next, say the word parts slowly while clapping them. Then say the word quickly again. Have students repeat with you the steps above. Finally, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

skiing ski • ing (*'ske-ih*) Skiing is a winter sport that people do in the snow. Skiers wear long, narrow skis that let them glide down a snowy mountain. *Skiing is one of the sports in the Winter Olympics.*

muscles mus • cles (*'mæ-salz*) Muscles are the strong, stretchy body parts you can feel under your skin. Muscles make your bones move. *Paul lifts weights to build up his arm muscles.*

balance bal • ance (*'ba-lən(t)s*) You balance on something when you use your muscles to keep you from tipping or falling. *The dancer had to balance on her toes as she twirled around.*

fit fit (*'fit*) If you are fit, you are healthy and strong. *Maria stays fit by jogging and swimming.*

helmet hel • met (*'hel-mət*) A helmet is a hard hat that protects your head and keeps it from getting hurt. *A football helmet covers more of your head than a bicycle helmet.*

squat squat (*'skwät*) To squat, you bend your knees and lower your body. *You have to squat down to get a bucket of water from a creek.*

- Have students write sentences using the Target Vocabulary Words in an ongoing Vocabulary Log. Call on volunteers to read one of their sentences to the class.

ESL MODIFICATIONS

Level 1 • Use each word in a simple sentence and act out the sentence using gestures and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

Level 2 • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

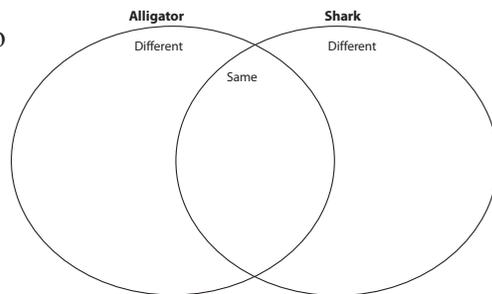
Level 3 • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Students should record words and sentences in an ongoing Vocabulary Log.

TEACH



USING COMPREHENSION STRATEGIES

- **When we compare two things, we tell how they are alike. When we contrast two things, we tell how they are different.**
- Write and read the words *alike, like, similar, both, also, too*, and *in the same way*. **Here are a few words and phrases we use when we compare things.** Write *Compare* as the heading for the list.
- **Let's use the words to compare two things, or tell how they are alike.** Distribute Student Page 1. Then write and read the following sentences with blanks: *An alligator and a shark are alike because they both _____. Alligators have _____, and sharks have _____ too.* Reread the sentences using words in the blanks to model for students.
- Challenge students to complete the sentences to create more comparisons. Encourage them to use the pictures as well as facts they already know about sharks and alligators. Affirm students' ideas or provide corrective feedback. Then model ways to restate the comparisons using other words from the Compare word list.
- Write and read the words *unlike, different, not, and but*. **Here are a few words we use when we contrast things.** Write *Contrast* as the heading for the second list.
- **Now let's use these words to contrast two things, or tell how they are different.** Write and read the following sentences with blanks: *Unlike a shark, an alligator has _____. A shark has _____, but an alligator does not.* Reread the sentences using words in the blanks to model for students.
- Have students complete the sentences to create more contrasts. Affirm students' ideas or provide corrective feedback. Then model ways to restate the contrasts using other words from the Contrast word list.
- Draw a Venn diagram to compare and contrast a shark and an alligator. Direct students to the Venn diagram on Student Page 1.



Point out parts of the diagram and explain what kind of information belongs in each section. Repeat details about alligators and sharks from the discussion and have students point to their diagram to show where each one belongs in the diagram. Then record the details in the diagram on the board.

ESL MODIFICATIONS

Use these comprehension questions to help students compare and contrast an alligator and a shark.

Level 1

1. **Which animal can go on land?** (*alligator*) **Which animal can swim?** (*both*)
2. **Which animal has fins?** (*shark*) **Which animal has legs?** (*alligator*)
3. **Which animal has sharp teeth?** (*both*) **Which animal is a hunter?** (*both*)

Level 2

1. **Which animal can go on land?** (*alligator*) **Which animal can swim?** (*both*) **Which animal always stays underwater?** (*shark*)
2. **What body parts help a shark swim?** (*tail and fins*) **What body parts help an alligator swim?** (*tail and legs*)
3. **Which animal has a flat tail with two points?** (*shark*) **What words describe the alligator's tail?** (*long, pointed, strong*)

Level 3

1. **What is a way that both animals can move?** (*swim*) **What is different about the way the two animals move?** (*The alligator uses legs to walk or swim. The shark uses fins and a tail to swim.*)
2. **What body parts help a shark swim?** (*tail and fins*) **What body parts help an alligator swim?** (*tail and legs*)
3. **What do you think these animals eat?** (*other animals*) **How do their bodies help them hunt or attack?** (*They are both strong and have sharp teeth.*)

GUIDED PRACTICE



Let's practice comparing and contrasting.

- Distribute “Compare and Contrast,” Student Page 3; and “Venn Diagram,” Student Page 2.
- Have volunteers read aloud the text under each picture. Guide them in identifying and underlining related details about each activity.
- Finally, guide students in recording the details in the Venn diagram. Create and complete a diagram on the board for students to use as a model or for checking their answers.

ANSWERS

Skiing:

winter sport
need skis, poles, boots, and warm clothes

Both:

build leg muscles
use muscles to balance
fun
good workout

Skateboarding:

warm weather sport
need skateboard, pads,
and helmet

ESL MODIFICATIONS

Use these strategies to build vocabulary for the discussion and to help students compare and contrast. For all levels, distribute Student Page 3.

Level 1

1. Point to and name things in each picture. Have students point to the same thing and repeat *This is ___*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about the pictures. (Examples: **Is this snow? Is he or she wearing gloves? Are there wheels in this picture?**) Have students respond by putting thumbs up or down.
3. Read the passage to students. Then ask them to listen for similarities and differences as you reread it. Pause after each paragraph and ask questions to help students identify ways skiing and skateboarding are alike or different: **What things did the passage say you need to ski? What do you need to skateboard?** Have students underline pairs of related details about the two sports. Model recording the details in the chart. After the whole passage has been reread, have students circle details that are alike in the two columns. Then have students tell you where to record each of the details as you create a Venn diagram on the board.

Level 2

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stems *This is ___* to name the items.
2. Read the passage to students and ask them to listen for similarities and differences. Then reread the passage, pausing after each paragraph for students to identify similarities and differences in the two sports. Record pairs of related details in the chart. After the passage has been reread, have students circle the details that are alike in the two columns. Then have partners fill in the Venn diagram. Coach as needed as they record on the diagram each detail from the passage.

Level 3

1. Ask students to name and describe what they see in the pictures.
2. Ask students to listen for similarities and differences as you read the passage. Then have volunteers read each part of the text. After each paragraph, have students identify and record on their chart details that show similarities and differences. Once the passage has been reread, ask students to fill in the Venn diagram and record each of their details in the correct section of the diagram.

INDEPENDENT PRACTICE



Now read another passage and watch for similarities and differences. Underline details you can compare and contrast. Record your findings on the Venn diagram.

1. Give each student a copy of “Venn Diagram,” Student Page 2; and “Getting Ready for a Parade” Level 3, Student Page 6.
2. Review the meaning of compare and contrast. Monitor students’ progress and remind them to watch for and underline pairs of details they can compare or contrast. Have students record their findings on their Venn diagram.

ANSWERS for Level 1**Details under “Lin”:**

*decorated wagon
put on a hat with stars
put streamers on dog’s collar*

Details under “Same”:

*used blue streamers
put red stars on wheels
decorated dog’s collar
wore red shirt and hat*

Details under “Josh”:

*decorated bike
put stars on dog’s collar
wore cowboy hat
put flag in hat band*

ANSWERS for Levels 2–3**Details under “Lin”:**

*decorated wagon
put on Uncle Sam hat
put streamers on dog’s collar*

Details under “Same”:

*used blue and white streamers
put red stars on wheels
decorated dog’s collar
wore red shirt and hat*

Details under “Josh”:

*decorated bike
put stars on dog’s collar
wore cowboy hat
put flag in hat band*

ESL MODIFICATIONS

Have students work independently using the following modified passages and the Venn diagram on Student Page 2. Level 2 Student Page 5 has a Word Study section that defines key vocabulary. Tell students they may use this to help with the meanings of some of the words in the text. Level 1 Student Page 4 includes a picture glossary.

Level 1 • Distribute Level 1, Student Page 4.

Reread related details from paragraph 1 and paragraph 2. For each similarity and difference, ask a question that requires only a one- or two-word answer: **Do Lin and Josh both have a wagon?** (*no*) **What does Josh have?** (*a bike*) **What color are the streamers Lin puts on her wagon?** (*blue*) **Does Josh use the same color?** (*yes*) Guide students in copying and placing details in the correct section of their Venn diagram.

Level 2 • Distribute Level 2, Student Page 5.

Reread related details from paragraphs 1 and 2 and ask: **Did they both have a pet in the parade?** (*yes*) **What was different about their pets?** (*Lin’s dog had streamers on its collar. Josh’s dog had stars on its collar. Lin’s dog would ride in a wagon; Josh’s dog would walk beside him.*) **Did Josh and Lin dress alike?** (*Answers may vary.*) **How were they dressed the same?** (*They both wore red shirts and hats.*) **How were they dressed differently?** (*Josh wore a cowboy hat, and Lin wore an Uncle Sam hat.*) Ask volunteers to read or point out each answer. Then have students copy or paraphrase those details to complete their Venn diagram.

Level 3 • Distribute Level 3, Student Page 6.

Model finding related details from paragraphs 1 and 2. **Lin used blue and white streamers. Josh did, too. That is one way they were the same.** Ask partners to find other pairs of related details in the paragraphs. Then have them copy or paraphrase those details to complete their Venn diagram. Display a list of signal words for comparison (same, different, alike, unlike, etc.). Have students use words on the list and information from their finished Venn diagrams to make comparison statements about Josh and Lin.

RETEACH SUGGESTIONS

If students still have difficulty with the comprehension skill "Compare and Contrast," provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary, varying the sources or prompts.

1. Compare and contrast likes and dislikes.

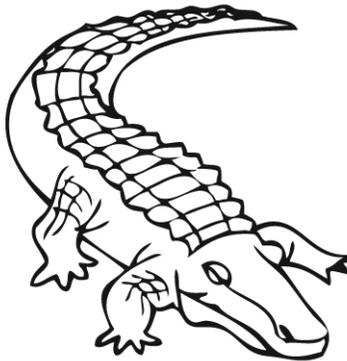
- Display and read a list of questions about students' likes and dislikes, such as *What is your favorite color? TV show? Game? Animal? Subject? Snack? Cafeteria lunch?* Have students record their answers. Help students with spelling or vocabulary as needed.
- Pair students and have them compare their list of likes and dislikes. Then have them create a large Venn diagram showing the similarities and differences in their lists. If they have no answers in common, have them ask each other questions until they find at least one thing they both like.
- Invite students to share their Venn diagram and what they learned about their similarities and differences. If needed, ask yes/no or same/different questions, such as *Did you both say pizza is your favorite lunch?* or *Do you like the same subject or different subjects?*
- Display the Venn diagrams and help students make statements about which pairs had the most and least in common. Then give each pair of students a diagram made by another pair. Have them use information in the diagram to ask and answer questions, such as *Who liked blue?* or *What did ___ and ___ both like?*

2. Compare and contrast stories.

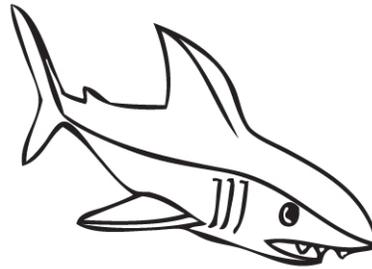
- Read aloud two fables, such as "The Fox and the Crow" and "The Tortoise and the Hare." Have students summarize each story.
- Draw a large Venn diagram on the board. Then choose three students to act as recorders—one to record details about the first fable, one to record details about the second, and a third to record details they have in common.
- Have students point out similarities and differences in the stories. To prompt responses, ask questions about the characters, setting, problem, and moral of the stories. As students respond, have the class decide which recorder should add each detail to the diagram.
- Extend by having students work in groups of three to compare and contrast two familiar stories, or two new stories they read together. Have each student take one of the recording roles as they discuss story details and complete a Venn diagram.

What's Alike? What's Different?

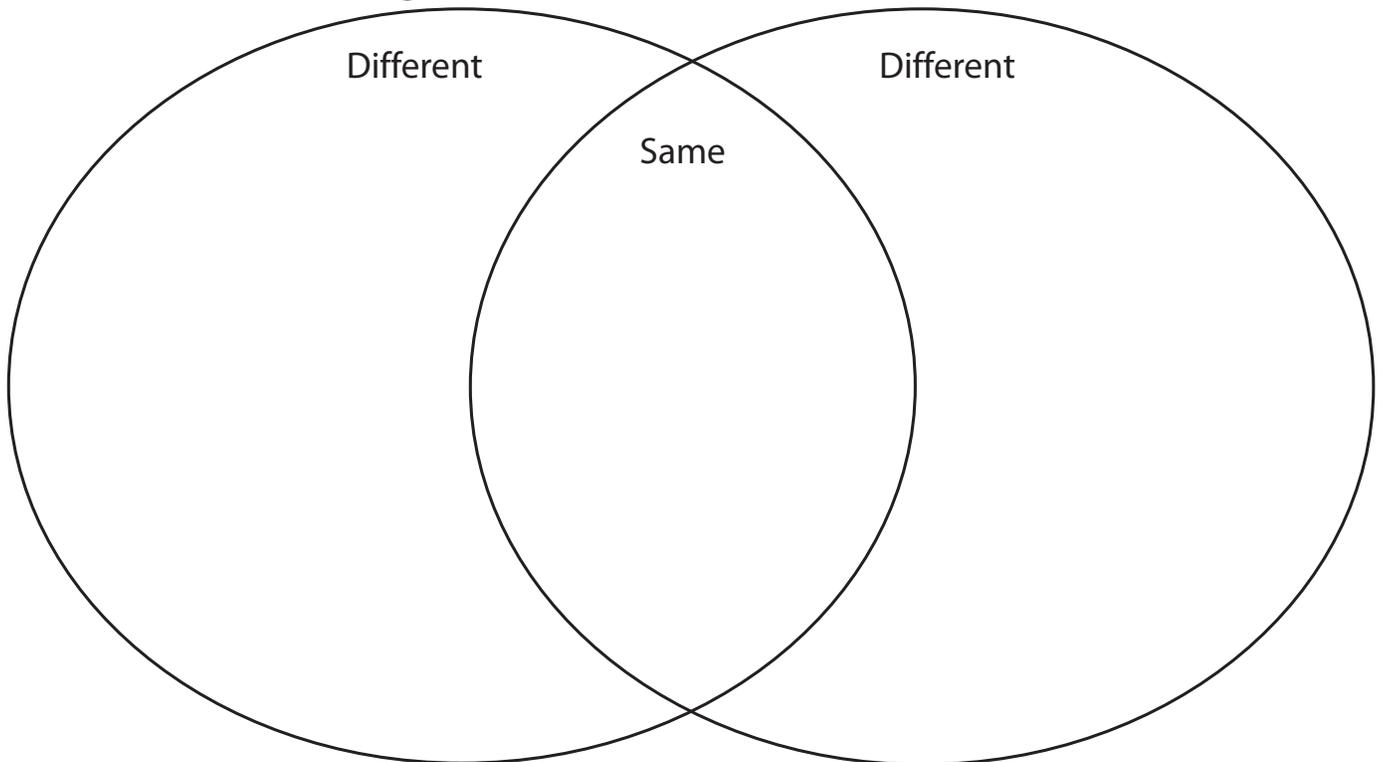
Study the pictures and think about things you know about alligators and sharks. Think of words and phrases that describe each one. Where does each idea belong in the Venn diagram?



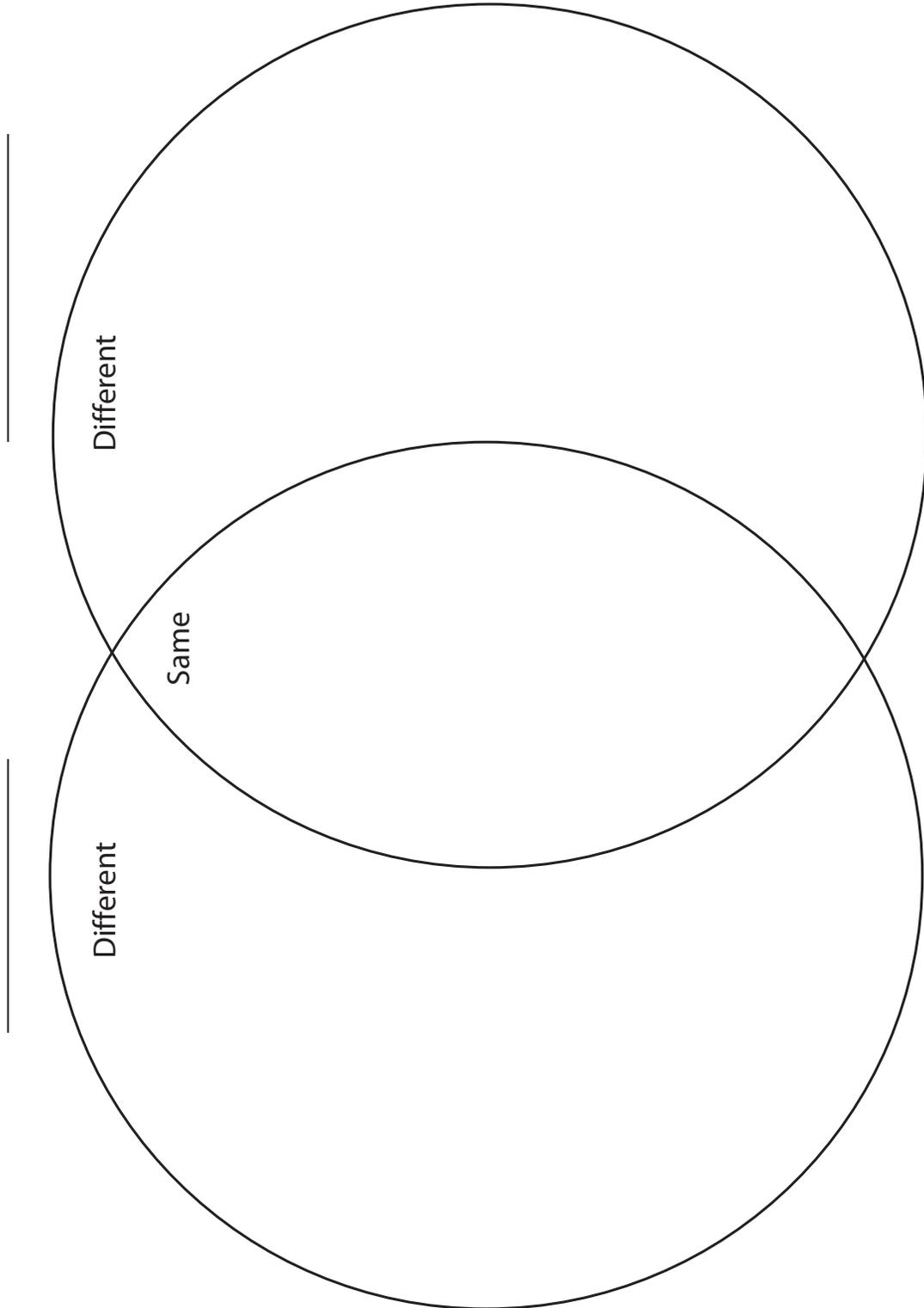
Alligator



Shark



Venn Diagram



Compare and Contrast

Read each paragraph of the passage. Underline details you can compare and contrast. Then record the details about each sport onto a Venn diagram.

Staying Healthy and Fit



If you want to be healthy, stay active all year long. In cold and snowy weather, skiing is fun. For this sport, you need two long skis and two poles. You also need special boots and warm clothes.

Skiing builds strong muscles. Your legs work hard to help you turn and jump. Muscles in your back and stomach help you balance on your skis so you don't fall. Skiing also makes your heart and lungs strong. Zipping over the snow is fun, and it gives you a great workout!



When the weather is warm, you can stay fit by riding a skateboard. To start, you need a skateboard, a helmet, and pads to protect your knees and elbows.

Skateboarders do all kinds of tricks. They use their leg muscles to squat down, jump, turn, and kick. They also use back and stomach muscles to balance on the skateboard. If you skateboard every day, you will get fit and strong fast. You'll learn to do some fun skateboard tricks, too!

Getting Ready for a Parade

¹ Lin and Josh are getting ready for the big **parade**. Lin puts blue **streamers** on her **wagon**. Her dog Max will ride in it. She puts red stars on the wheels. Lin is wearing a red **shirt** and a hat with stars. She ties **streamers** to Max's **collar**.

² Josh will ride his bike in the **parade**. His dog Buddy is going to walk along next to him. Josh ties blue **streamers** to his bike. He puts red stars on his **bicycle spokes**. He puts red stars on Buddy's **collar**, too. Josh is wearing a red **shirt** and a **cowboy hat**. He puts a little **flag** in his hat band.



Picture Glossary

parade



streamers



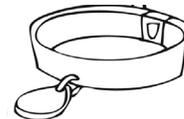
wagon



shirt



collar



bicycle spokes



cowboy hat



flag



Getting Ready for a Parade

¹ It was the Fourth of July. Lin and Josh were getting ready for the big **parade**. Lin decorated a **wagon** with blue and white **streamers**. Her dog Max was going to ride in it. She put shiny red stars on the wheels. Lin put on a red shirt and an **Uncle Sam hat**. Then she tied some streamers to Max's **collar**.

² Josh planned to ride his bike in the **parade**. His dog Buddy was going to **trot** along next to him. Josh tied blue and white **streamers** to his **handlebars**. He put shiny red stars on his **bicycle spokes**. He put some red stars on Buddy's **collar**, too. Josh put on a red shirt and a **cowboy hat**. He stuck a small flag in his hat band.



Word Study

parade a line or group of people marching forward in front of people as part of a celebration

wagon a small cart with four wheels and a handle

streamers long, narrow strips of colored paper or cloth used for decorations

Uncle Sam hat a tall, narrow hat with a flat top that is red, white, and blue.

collar a band worn around the neck of an animal

trot to move at a jogging pace that is faster than walking but not as fast as running

handlebars a bar with handles at each end used to make a bike go in different directions

bicycle spokes a rod or bar that stretches from the center of the wheel to the outer part of the wheel

cowboy hat a hat with a tall top and a wide rim

Getting Ready for a Parade

¹ It was the Fourth of July, and Lin and Josh were getting ready for the big parade. Lin decorated a wagon with blue and white streamers. Her dog Max was going to ride in it. She put shiny red stars on the wheels. Lin put on a red shirt and an Uncle Sam hat. Then she tied a few streamers to Max's collar.

² Josh planned to ride his bike in the parade with his dog Buddy trotting along next to him. Josh tied blue and white streamers to his handlebars. He put shiny red stars on his bicycle spokes. Josh had a few stars left over, so he put those on Buddy's collar. Josh put on a red shirt and a cowboy hat. He stuck a small flag in his hat band.



Appendix

M



Contract with Minority/Woman Owned Businesses

	Contract amount	
Wendy Fahle W. M. Martin Advertising 6705 Levelland Road, Ste A Dallas, Texas 75252	\$30,000+	White/Female
Sandy Blevins 1309 N. Weston Lane Austin, TX 78733	\$90,000+	White/Female
Ernie Pitts 40 Harrison Street, #28D New York, NY 10013	\$48,000	Black/Male
Ron Price 3120 Creek Crossing Mesquite, TX 77081	\$50,000+	Black/Male
Rebecca Jacobs 237 County Road 1525 Auinger, TX 75630	\$25,000+	White/Female
Sylvia Fumero 10544 SW 131 Court Miami, FL 33186	\$90,000+	White/Female
Barbara Beshel 28474 Clubhouse Drive Easton, MD 21601	\$20,000	White/Female



Claudia Casillas \$7,180 Hispanic/Female
4221 Hampshire Lane
El Paso, TX 79902

Pam Costner \$5,250 White/Female
3411 San Juan Street
Tampa, FL 33629

Heather Davis \$5,650 White/Female
2300 Marsh Lane #937
Carrollton, TX 75006

Melissa Martinez \$4,675.00 White/Female
1507 Melinda Drive
Mission, TX 78572

Janet Mello \$10,150 White/Female
5024 Albany Drive
Dlano, TX 75093

Megan Rasberry \$5,650 White/Female
800 Trinity Oak
McKinney, TX 75071

Rosann Salvaggio \$4,550 White/Female
4112 Valley Drive
Allentown, PA 18104