SchoolPace™ Accountability System

Track Rate of Reading Growth Every Day for Every Student

SchoolPace, American Reading Company's proprietary online data tracker, provides formative, actionable data in real time to support instructional practices that improve student performance. Designed for maximum ease of use, SchoolPace makes data part of an ongoing cycle of instructional improvement by bridging the gaps between data collection, data analysis, data reporting, and the implementation of data-driven curriculum and instruction.

SchoolPace is designed to complement other data collection and reporting systems. Teachers and school leaders input data that is organized and reported through several metrics. SchoolPace users are immediately alerted when students, classrooms, schools, and districts are not meeting performance targets.

Reading Level Assessment Built on the CCSS

- On Target for IRLA Reading Level: Using the **Independent Reading Level Assessment** (IRLA) Framework for Teaching and Learning Built on the Common Core State Standards, SchoolPace tracks the rate of every student's reading progress every day and reports the data by student, by classroom, by grade, by school, and by district. Whenever a student changes reading levels, the new level is entered into the system. Because the reading levels are independent and based on rigorous standards, they are highly predictive of state assessment results. SchoolPace provides real-time data that measures student progress within each reading level by carefully calibrated "months" of growth keyed to targeted skills—giving daily insight into what to do for students who are not reading on grade level and what to do in order to accelerate the growth of those who are. School leaders, teachers, reading specialists, and other staff members convene every week to analyze rate of reading progress for each student to track the effectiveness of interventions and to make immediate corrections when warranted.

- On Target for Reading Practice: SchoolPace tracks the progress of every student in meeting targets for independent reading practice (Steps read) both at school and at home. Students select what they read from hundreds of high-quality tradebooks at their "just right" reading level.

- On Target for Home Reading Signatures and Parent Contracts Received: Families engage with their children as readers through coaching, modeling, and monitoring.

SchoolPace connects leadership performance, instructional practice, and student achievement. As part of a comprehensive strategy to ensure that all students read on grade level and that all students are proficient in the content areas, it is a powerful tool for:

- Ensuring teacher quality

- Using resources wisely and effectively

- Creating school cultures that are transparent and accountable

- Focusing on evidence of student learning and skill building from the earliest grades

- Teaching students to examine their own data and set learning goals

- Empowering parents as partners in their children's education at home and at school

- Building community commitment to equity and excellence in a standards-based environment.

All stakeholders profit from quarterly reports provided to schools and districts that summarize SchoolPace data and assess levels of implementation and rates of student growth. Teachers use SchoolPace to ensure the effectiveness of their conferences with individual students and to design individual, small-group, and whole-group instruction targeted to the development of specific skills. The formative data in SchoolPace tells teachers where every student stands every day without having to wait until the standardized test to determine what kind of targeted instruction and/or intervention each student needs. Teachers also use SchoolPace data to assess and monitor their impact as teachers and to promote their ongoing professional development by focusing on the connections between their practice and evidence of student learning. SchoolPace supports students in becoming independent, self-monitoring learners. Students come to know exactly where they are, where they need to be, and most importantly, what are the steps that lie between the two. Principals use SchoolPace data to target their support for struggling teachers based on how their students are performing and for using their resources in the most effective ways possible. Parents use SchoolPace to monitor their child's performance and as a roadmap for how they can best support their children as readers.
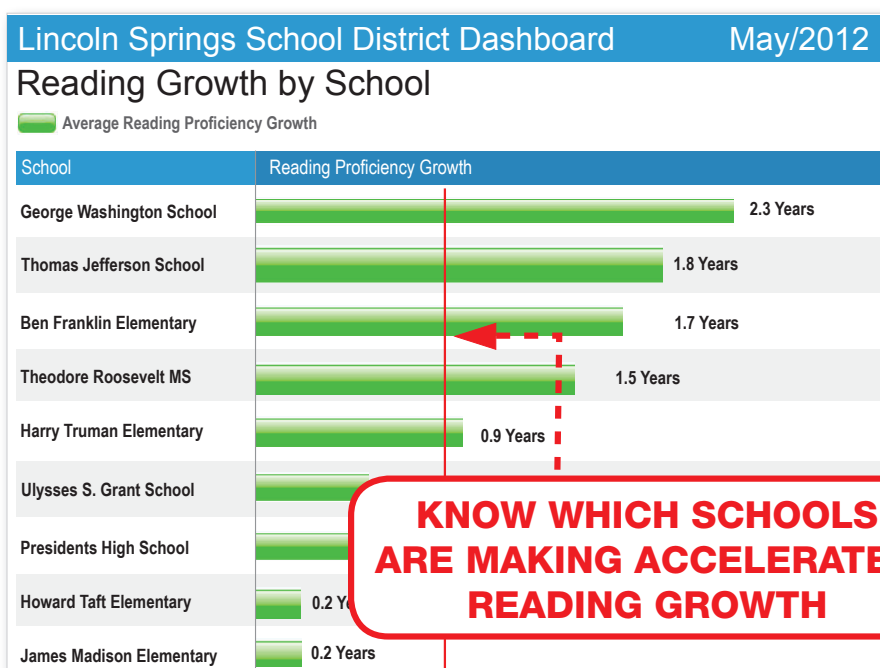
Monitor Student Reading Growth in Real-Time

In low-performing districts, SchoolPace data guides decisions regarding interventions required by particular schools and provide evidence of accountability for district expenditures of state and federal funds. In high-performing districts, SchoolPace provides crucial information about the depth and breadth of real reading in both informational and literary texts and is a window into the discrete skill sets necessary for students to become sophisticated thinkers and to move from proficient to advanced levels in the content areas. All school districts can use SchoolPace data as a catalyst for excellence and equity in all schools in the community—through healthy competition and meaningful incentives provided to schools, school leaders, teachers, students, and families.

REPORTING

SchoolPace offers numerous reports to monitor student progress:

District Dashboard

Shows the percentage of students who are reading proficiently and the percentage of students who have met their reading practice targets. The district dashboard also shows the amount of reading growth made by each school.

Lincoln Springs School District Dashboard — May/2012

Reading Growth by School

Average Reading Proficiency Growth

School	Reading Proficiency Growth
George Washington School	2.3 Years
Thomas Jefferson School	1.8 Years
Ben Franklin Elementary	1.7 Years
Theodore Roosevelt MS	1.5 Years
Harry Truman Elementary	0.9 Years
Ulysses S. Grant School	
Presidents High School	
Howard Taft Elementary	0.2 Years
James Madison Elementary	0.2 Years

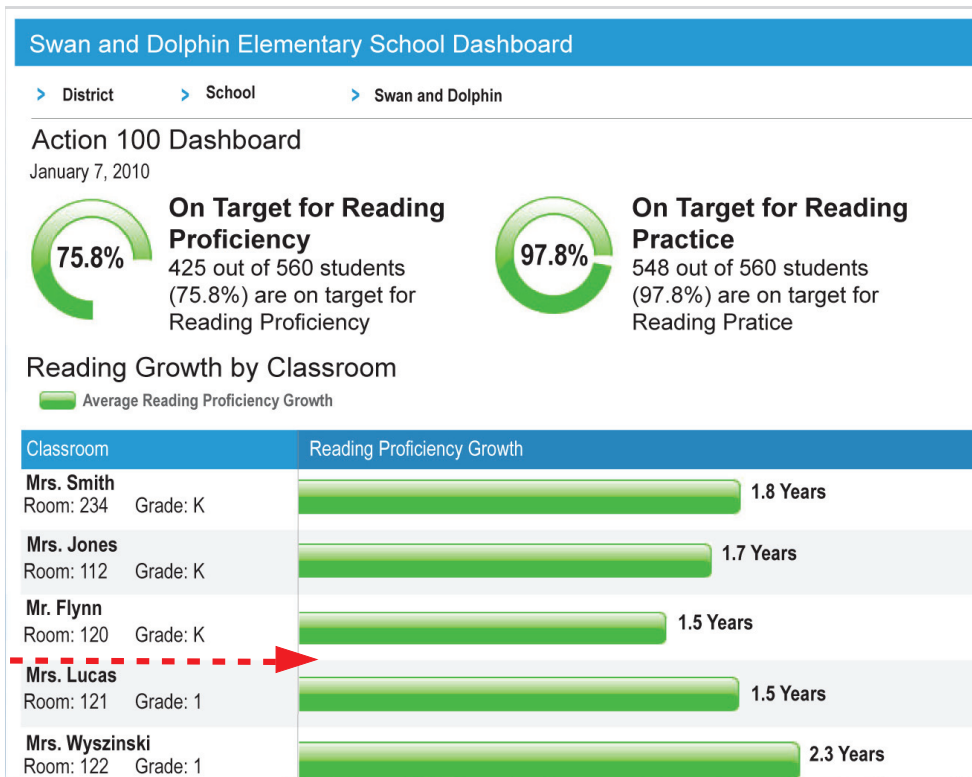**KNOW WHICH SCHOOLS ARE MAKING ACCELERATED READING GROWTH**

REPORTING
(continued)

School Dashboard

Shows the percentage of students who are reading proficiently and the percentage of students who have met their reading practice targets. The school dashboard also shows the amount of reading growth made by each classroom.

Swan and Dolphin Elementary School Dashboard

> District   > School   > Swan and Dolphin

Action 100 Dashboard
January 7, 2010

75.8% — **On Target for Reading Proficiency**
425 out of 560 students (75.8%) are on target for Reading Proficiency

97.8% — **On Target for Reading Practice**
548 out of 560 students (97.8%) are on target for Reading Pratice

Reading Growth by Classroom
▬ Average Reading Proficiency Growth

Classroom	Reading Proficiency Growth
Mrs. Smith — Room: 234 — Grade: K	1.8 Years
Mrs. Jones — Room: 112 — Grade: K	1.7 Years
Mr. Flynn — Room: 120 — Grade: K	1.5 Years
Mrs. Lucas — Room: 121 — Grade: 1	1.5 Years
Mrs. Wyszinski — Room: 122 — Grade: 1	2.3 Years

Data Wall

Shows the number of students in each grade or classroom grouped by IRLA reading level. For each group, the Data Wall shows administrators whether students are considered to be Emergency, At-Risk, or Proficient.

Swan and Dolphin Elementary School Dashboard

> District   > School   > Swan and Dolphin

Action 100 Dashboard
IRLA Data Wall
Oct. 1st 2011 - May 3rd 2012

Grade	Date	Students	N/A	RTM	Y.1	Y.2	Y.3	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl	Emergency	At-Risk	Proficient or Above
K	Oct 1	82	35	7	32	5		2	1													14.9%	68.1%	17.0%
K	May 3	82	24	2			7	28	12	7	2											3.4%	12.1%	84.5%
1	Oct 1	88	25		3	7	14	20	6	10	3											38.1%	31.7%	30.2%
1	May 3	82	19				1	6	9	29	15	8	1									10.1%	13.0%	76.8%
2	Oct 1	76	16							2	8	10	19	13	8							16.7%	48.3%	35.0%
2	May 3	76	14							2	13	13	16	18								24.2%	21.0%	54.8%
3	Oct 1	59	7		1					3	7	7	14	6	10	4						61.5%	30.8%	7.7%
3	May 3	59		2							7	7	16	9	15	3						54.2%	15.3%	30.5%
4	Oct 1	84	11	1	1	1		3	2	11	4	14	19	11	6							50.7%	41.1%	8.2%
4	May 3	84							1	3	4	3	9	15	28	20	1					41.7%	33.3%	25.0%
5	Oct 1	78	5	1				3	1	6	3	3	16	21	9	8	2					45.2%	41.1%	13.7%
5	May 3	78							1	6	4	1	4	14	22	26						38.5%	28.2%	33.3%
6	Oct 1	39	1									2	6	12	13	5						21.1%	65.8%	13.2%
6	May 3	39											2	7	15	15						23.1%	38.5%	38.5%

TOTALS:

Date	Students	N/A	RTM	Y.1	Y.2	Y.3	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl	Emergency	At-Risk	Proficient or Above
Oct 1	506	100	9	37	13	14	33	25	44	43	36	55	42	27	21	7					37.2%	44.8%	18.0%
May 3	506	57	4			8	33	18	35	58	54	52	78	52	42	15					29.0%	22.9%	48.1%

SchoolPace™ Accountability System
Track Rate of Reading Growth Every Day for Every Student

REPORTING
(continued)

Status of the Class
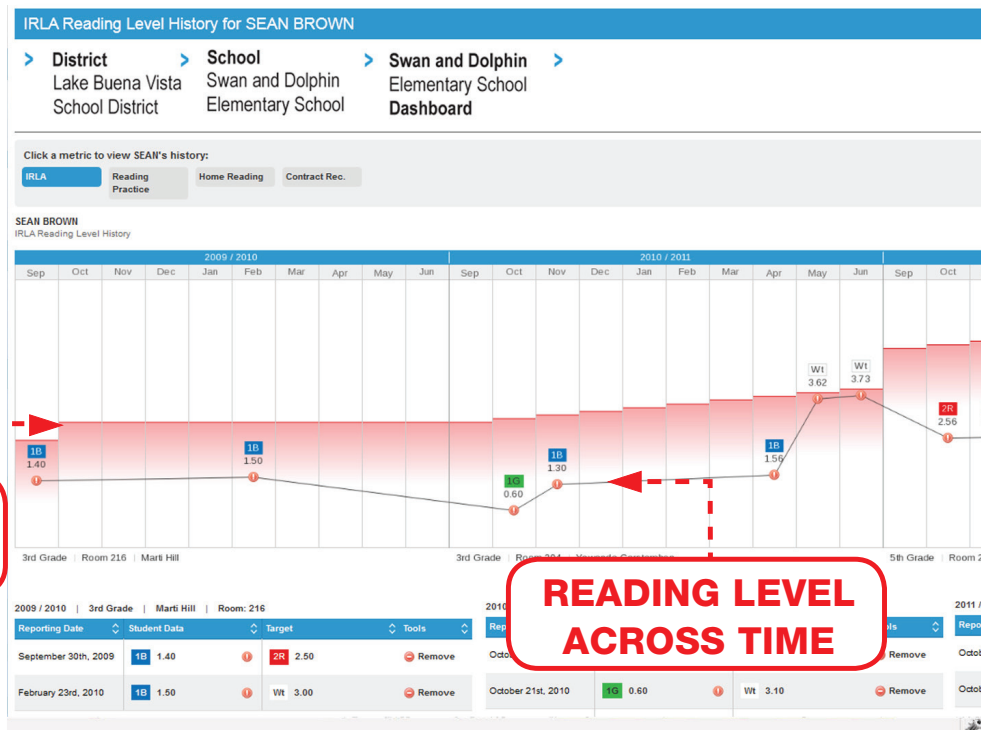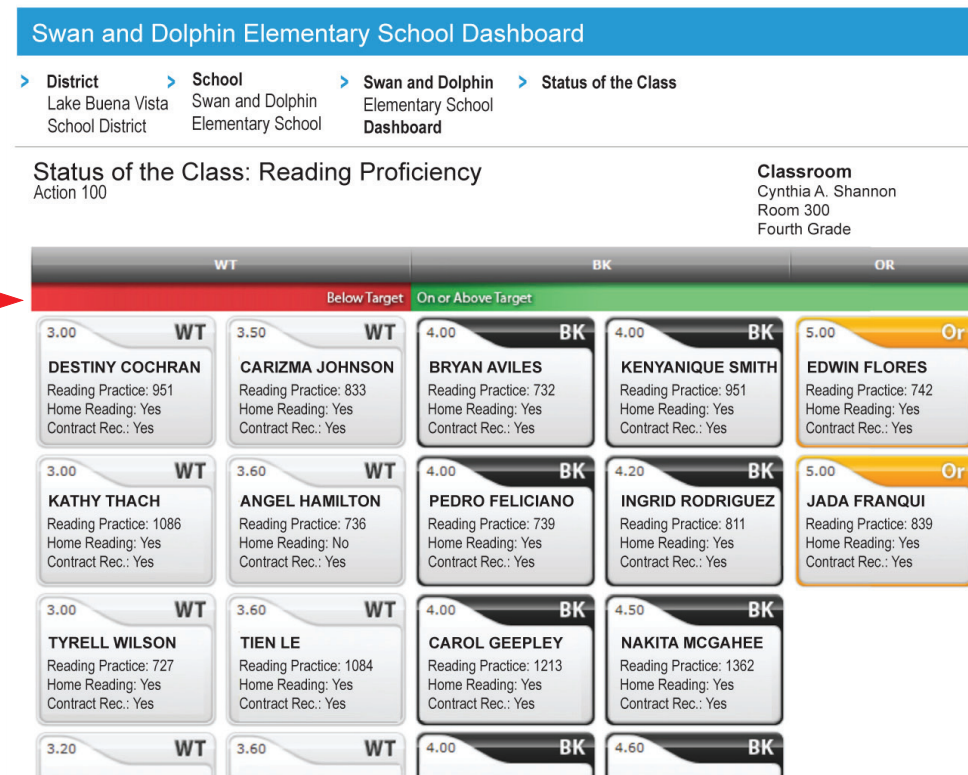
Groups each classroom by IRLA reading level.

TEACHERS KNOW WHERE THEIR STUDENTS ARE AND WHAT THEY NEED TO DO NEXT

Swan and Dolphin Elementary School Dashboard

> **District**
> Lake Buena Vista
> School District

> **School**
> Swan and Dolphin
> Elementary School

> **Swan and Dolphin**
> Elementary School
> **Dashboard**

> **Status of the Class**

Status of the Class: Reading Proficiency
Action 100

Classroom
Cynthia A. Shannon
Room 300
Fourth Grade

WT		BK		OR

Below Target | **On or Above Target**

3.00 WT
DESTINY COCHRAN
Reading Practice: 951
Home Reading: Yes
Contract Rec.: Yes

3.50 WT
CARIZMA JOHNSON
Reading Practice: 833
Home Reading: Yes
Contract Rec.: Yes

4.00 BK
BRYAN AVILES
Reading Practice: 732
Home Reading: Yes
Contract Rec.: Yes

4.00 BK
KENYANIQUE SMITH
Reading Practice: 951
Home Reading: Yes
Contract Rec.: Yes

5.00 Or
EDWIN FLORES
Reading Practice: 742
Home Reading: Yes
Contract Rec.: Yes

3.00 WT
KATHY THACH
Reading Practice: 1086
Home Reading: Yes
Contract Rec.: Yes

3.60 WT
ANGEL HAMILTON
Reading Practice: 736
Home Reading: No
Contract Rec.: Yes

4.00 BK
PEDRO FELICIANO
Reading Practice: 739
Home Reading: Yes
Contract Rec.: Yes

4.20 BK
INGRID RODRIGUEZ
Reading Practice: 811
Home Reading: Yes
Contract Rec.: Yes

5.00 Or
JADA FRANQUI
Reading Practice: 839
Home Reading: Yes
Contract Rec.: Yes

3.00 WT
TYRELL WILSON
Reading Practice: 727
Home Reading: Yes
Contract Rec.: Yes

3.60 WT
TIEN LE
Reading Practice: 1084
Home Reading: Yes
Contract Rec.: Yes

4.00 BK
CAROL GEEPLEY
Reading Practice: 1213
Home Reading: Yes
Contract Rec.: Yes

4.50 BK
NAKITA MCGAHEE
Reading Practice: 1362
Home Reading: Yes
Contract Rec.: Yes

3.20 WT | **3.60 WT** | **4.00 BK** | **4.60 BK**

Student History

Shows any student's history across multiple school years for any metric in the system.

CCSS EXPECTED READING LEVEL

READING LEVEL ACROSS TIME

IRLA Reading Level History for SEAN BROWN

> **District**
> Lake Buena Vista
> School District

> **School**
> Swan and Dolphin
> Elementary School

> **Swan and Dolphin**
> Elementary School
> **Dashboard**

Click a metric to view SEAN's history:
IRLA | Reading Practice | Home Reading | Contract Rec.

SEAN BROWN
IRLA Reading Level History

2009 / 2010									2010 / 2011										
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Wt 3.62 | Wt 3.73

2R 2.56

1B 1.40 | 1B 1.50 | 1B 1.30 | 1B 1.56

1G 0.60

3rd Grade | Room 216 | Marti Hill

3rd Grade | Room 204 | Yovonda September

5th Grade | Room 20

2009 / 2010 | 3rd Grade | Marti Hill | Room: 216

Reporting Date	Student Data	Target	Tools
September 30th, 2009	1B 1.40	2R 2.50	Remove
February 23rd, 2010	1B 1.50	Wt 3.00	Remove

2010 | Rep...

| October 21st, 2010 | 1G 0.60 | Wt 3.10 | Remove |

2011 / 2

Report

October

eIRLA™
Electronic Formative Assessment
Differentiated Support With Interactive Formative Assessment

The eIRLA is American Reading Company's online formative assessment tool. This comprehensive online tool measures students' skill-by-skill achievement using the Common Core State Standards for reading literary and informational text.

With complete transparency, every teacher and administrator knows which students are achieving, which students need differentiated instruction, and exactly what to do and say.

- The eIRLA identifies which Common Core State Standards each student has mastered and to what degree.

- Data travels with each student from classroom to classroom, school to school, and year to year.

- Teachers can collaboratively add notes and history and share in the assessment process.

- Embedded assessments allow teachers to track which sight words a student knows, which vocabulary a student has mastered, and more.

- Soon, Cold Read Texts will allow teachers to do a detailed word-by-word miscue analysis electronically. Comprehension questions and fluency indicators will accompany each Cold Read Text to provide a full cold read analysis.

The eIRLA is embedded in SchoolPace and reports all data back to the SchoolPace data warehouse seamlessly.

Individual Student Reading Level
ENTRY AND EXIT REQUIREMENTS

Individual Student Reading Level
VOCABULARY ASSESSMENT

eIRLA™

Electronic Formative Assessment
Differentiated Support With Interactive Formative Assessment

Individual Student Reading Level
COMPREHENSION SKILLS ASSESSMENT

eENIL™

COMING IN 2013

The eENIL is a comprehensive online tool that allows teachers to measure student achievement using the CCSS reflecting the different developmental stages specific to learning to read in Spanish. Teachers identify the skills that each student has mastered and which ones he/she needs to do next.

DISTRICT USERS

In the 2012/2013 school year, SchoolPace and the eIRLA has been fieldtested and used daily by:
• Over 100,000 students
• Across 150 districts
• In 25 states and the District of Columbia
• 30,723 students leveled to the CCSS using the eIRLA

TECHNICAL SPECIFICATIONS

• SchoolPace is web-based and will run in any web browser that supports HTML5, Javascript, and cookies.
• SchoolPace data is hosted on American Reading Company's servers.

DATA IMPORT AND EXPORT

• SchoolPace stores data attached to a district-provided student ID number. This makes it possible for SchoolPace data to be imported or matched to other student information systems or electronic data sources.
• SchoolPace can import student names, demographics, and scores from comma separated value (CSV) files.
• SchoolPace can import teacher names, email addresses, and security levels from comma separated value (CSV) files.
• SchoolPace can export student scores in comma separated value (CSV) files.

REQUIREMENTS

SchoolPace is web-based and will run in any web browser that supports HTML5, Javascript, and cookies. This includes desktop computers, laptop computers, most tablet devices, and most smartphones.

SchoolPace has been tested and validated on the following browsers and devices:
• Internet Explorer 7+
• Firefox
• Chrome
• Safari
• Mobile devices including iPad, iPhone, Android tablets, and Android phones

EVALUATION

To evaluate SchoolPace and the eIRLA, please visit www.schoolpace.com and log in using the credentials below.
• Username: rfidemonstration
• Password: request1234

To get started, please review the support documents at the following links:

• SchoolPace Quick Start Guide - http://www.schoolpace.com/downloads/schoolpace-quick-start.pdf
• eIRLA Quick Start Guide - http://www.schoolpace.com/downloads/eirla-quick-start.pdf