





# System 44™


## Aligns to 21<sup>st</sup> Century Community Learning Centers Criteria


The purpose of the *21<sup>st</sup> Century Community Learning Centers* (21<sup>st</sup> CCLC) program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children. The following chart details how *System 44* can support the development of a 21<sup>st</sup> CCLC program. The criteria are drawn from the federal *21st Century Community Learning Centers Non-Regulatory Guidance*.


Key Criteria for 21 <sup>st</sup> CCLC Programs	📖 System 44
<p>1. Activities that provide remedial education and academic enrichment to improve academic achievement</p>	<p><i>System 44</i> is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, <i>System 44</i> helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. <i>System 44</i> was designed for students in Grades 3-12 reading at a BR-400 Lexile ® level, including English-Language Learners, and Special Education students.</p> <p><i>System 44</i> is designed so that the teacher, technology, and texts work together to deliver highly engaging, comprehensive, research-based instructional content to the older struggling reader. Through a combination of teacher-led and software-based instruction, the <i>System 44</i> student is guided along a systematic path from phonemic awareness to fluent reading. Each key element of the <i>System 44</i> instructional content was specifically designed for the older struggling reader. The backbone of <i>System 44</i> is a well-planned scope and sequence covering the foundational skills that older readers need to accelerate to grade level and to progress in the face of increasingly challenging texts.</p> <p><i>System 44</i> includes research-based features designed for the most challenged older readers:</p> <ul style="list-style-type: none"> <li>▪ <u>Computer-Based Screening and Placement</u> The <i>Scholastic Phonics Inventory</i> (SPI) collects data on students' decoding accuracy as well as fluency. This helps to identify students whose lack of decoding proficiency impedes comprehension. The SPI uses real, as well as nonsense words, which assess students' ability to apply decoding skills to unfamiliar words.</li> </ul> <p style="text-align: right;"><i>(Continued)</i></p>


Key Criteria for 21 <sup>st</sup> CCLC Programs	 System 44
<p>Activities that provide remedial education and academic enrichment to improve academic achievement Continued</p>	<ul style="list-style-type: none"> <li>▪ <u>Adaptive Software</u> The <i>System 44</i> adaptive software delivers, direct, systematic, research-based phonics instruction to students. Multiple points of entry allow students to work at the appropriate level based on their performance on the SPI.</li>   <li>▪ <u>Independent Reading</u> Beginning readers will always have something to read with the <i>System 44</i> program. The <i>Decodable Digest</i> includes two passages for every sound-spelling correspondence taught in the program. Each passage is at least 75% decodable and is designed to engage, reluctant, older students. The <i>44Book</i> reinforces skills from the software and teacher-led instruction as activities guide students to read, write, and think. These activities feature word building, word sorts, puzzles, and other engaging exercises. The <i>System 44 Library</i> features high-interest, age-appropriate topics and offers students a choice of books ranging from a 130 to 450 Lexile level.</li>   <li>▪ <u>Teacher Support</u> The <i>System 44 Teaching Guide</i> provides teacher-led phonics instruction building on phonemic awareness and moving to letter-sound correspondence, blending, word building, dictation, and spelling. The <i>Teaching Guide</i> provides comprehensive support for teachers by offering several types of lessons. Decoding and word strategies lessons present explicit, systematic instruction on the most high-utility spellings or the 44 sounds of English, syllable strategies, morphology, sight words, and more. S.M.A.R.T. lessons present essential concepts, teach academic vocabulary, and build background for learning. Differentiated support lessons offer alternate strategies for English-Language Learners and students in Special Education.</li>   <li>▪ <u>Data-driven Instruction</u> The <i>Scholastic Achievement Manager (SAM)</i> is a computer-based management and reporting system that gathers usage and performance data for the <i>System 44 Software</i>, <i>Scholastic Reading Inventory (SRI)</i>, <i>Scholastic Phonics Inventory (SPI)</i>, and <i>ReadingCounts!</i> Teachers use SAM as a dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation.</li> </ul> <p style="text-align: right;">(Continued)</p>




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<p>Activities that provide remedial education and academic enrichment to improve academic achievement Continued</p>	<ul style="list-style-type: none"> <li>▪ <u>Multisensory Instruction</u> System 44 includes a Sound &amp; Articulation DVD, manipulatives, and teaching aids to help engage students in multisensory instruction. The Sound &amp; Articulation DVD provides audio and visual articulation models to help students identify and accurately produce sounds. Teachers use the Word Building Kit to engage students in building words and applying skills and strategies in small groups. The Flip Chart provides patterned lists and decodable sentences to focus students' attention as teachers model skills and guide their practice in small-group.</li> </ul> <p>Recognizing the importance of student engagement, System 44 provides older, disenfranchised students with opportunities to be successful quickly, along with built-in motivation systems.</p>
<p>2. Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p>System 44 is particularly suited to address the needs of English-Language Learners who are in levels one and two of English Language proficiency. It can also address decoding gaps that level three students may have and help more advanced students master standard classroom English. Literacy skills are integral to the academic success of English-Language Learners. System 44 is a research-based solution that includes technology and supports the development of literacy skills by engaging students and providing instruction for ELL students that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.</p> <p>System 44 software provides direct instruction and individualized practice for English-Language Learners based on a systematic scope and sequence. Features include:</p> <ul style="list-style-type: none"> <li>▪ <u>Illustrated Vocabulary</u>—Pictures and animations provide visual representations of word to help students connect meaning while building decoding skills.</li> <li>▪ <u>Pronunciation Modeling and Self-Monitoring</u>—Instruction presents clear models of pronunciation and gives students the opportunity to compare their articulation with a model.</li> <li>▪ The <u>Mouth Position Video</u> provides visual and audio models of accurate phoneme articulation.</li> <li>▪ <u>Word Repetition</u>—Repeated reading of words presented recursively within and across lessons builds automaticity with high-utility spelling patterns while building student vocabulary.</li> </ul> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Activities for limited English proficient students that emphasize language skills and academic achievement Continued</p>	<ul style="list-style-type: none"> <li>▪ <u>Repeated readings</u>—Program activities require repeated readings of words, sentences, and connected text passages, helping ELL students build word recognition and fluency.</li> <li>▪ <u>Repeated exposure to high-utility words</u>—Frequent and repeated exposure to high utility words, including words from the most common academic word families, helps prepare ELLs for participation in content-area learning.</li> </ul> <p>Teachers can use the <i>Scholastic Achievement Manager</i> (SAM) to activate first-language support features. The Vocabulary Word Translation feature allows students to hear Spanish translations and/or cognates for target words. The Spanish Pronunciation Tips feature allows students to hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. The Success videos begin with Spanish Summaries to help students access content. Disaggregated data is presented through SAM reports, according to demographics, so teachers can monitor the progress of students with limited English proficiency.</p> <p>The <i>System 44 Teaching Guide</i> provides comprehensive and explicit instructional planning and supports for instructing English-Language Learners. S.M.A.R.T. lessons (Strategies for Metacognition, Academic Language, Reading, and Thinking) build academic language and essential concepts to help prepare students for instruction. The Oral Language Development Guide provides sentence starters to help students speak in complete, accurate sentences and reinforce common syntactical patterns. Suggestions to modify Instruction identifies alternate ways to present instruction using varied modalities to help students who still do not understand or continue to struggle.</p> <p>The <i>System 44 Library</i> features age-appropriate, high-interest fiction and nonfiction texts that include multicultural topics, characters, and areas of interest. The books focus on building content-area vocabulary; the audio recordings model fluent reading and accurate pronunciation. Instructional support is included that focuses on critical academic word lists developed by Dr. Elfrieda Hiebert to build academic vocabulary.</p>

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<p>3. Activities involving telecommunications and technology education programs</p>	<p>At the heart of <i>System 44</i> is state-of-the-art adaptive software that delivers research-based instruction and practice based on the proven FASTT—Fluency and Automaticity through Systematic Teaching with Technology—algorithm. Designed to carefully manage cognitive load, the FASTT algorithm helps students systematically move information from working to long-term memory in the brain. As students work independently on the computer, the <i>System 44</i> software is automatically and continuously collecting student performance data, which feeds multiple reports that teachers use to inform instruction.</p> <p>The <i>System 44</i> Software addresses the most foundational literacy skills in phonemic awareness, alphabet recognition, and concepts of print. For students who read at the Beginning Reader (BR) to 450 Lexile level, they will work through the following instructional strands on the Software:</p> <ol style="list-style-type: none"> <li>1. CODE STRAND: Direct instruction and intensive, practice move students from letter-sound correspondence through fluent word recognition. Focusing on the highest-utility spellings of the 44 sounds of English, instruction in the Code actively involves students in learning “The System.” Moving through the following four zones, students build on direct instruction and are guided to master letter-sound correspondence, word recognition, spelling, and reading connected text. <ul style="list-style-type: none"> <li>▪ The <i>Smart Zone</i> presents explicit instruction based on a comprehensive scope and sequence. Students build skills and academic language as they develop metacognitive understanding.</li> <li>▪ The <i>Word Zone</i> develops fluent decoding of words through modeling and practice of blending. Repeated individualized practice under gradually decreasing time constraints develops fluent processing at the word level. All words are linked to meaning through the use of images and context sentences.</li> <li>▪ The <i>Spelling Zone</i> begins with instruction that helps students apply knowledge of known sound-spellings to encoding tasks. The <i>Spelling Zone</i> uses assessments to individualize study for each student, and provides systematic practice with immediate, corrective feedback specific to students’ errors.</li> <li>▪ The <i>Fluency Zone</i> presents reading tasks that promote skills transfer and build fluency and comprehension. Students read decodable text and engage in activities that require them to read and think about the meaning of text.</li> </ul> </li> </ol> <p style="text-align: right;">(Continued)</p>

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<p>Activities involving telecommunications and technology education programs Continued</p>	<p>2. WORD STRATEGIES STRAND: These lessons help students become effective and efficient decoders of multisyllabic words. Like any system, there are strategies, shortcuts, and tips that help build proficiency with the English Language. Orthographic patterns and word morphology offer important keys. In this strand, students learn to recognize common syllable types so that they can efficiently decode multisyllabic words using strategies such as “chunking.”</p> <p>3. SIGHT WORDS STRAND: These lessons focus on building fast and automatic recognition of the highest-utility sight words from the Dolch and Fry lists. Lessons begin with assessment that is used to customize instruction for each student.</p> <p>4. SUCCESS STRAND: At the conclusion of each set of instructional topics, a motivating nonfiction video introduces students to background information and vocabulary that help them access a rigorous text passage. Passages and related activities require students to apply and build on the skills they have learned as they develop comprehension.</p>
<p>4. Activities to promote parental involvement and family literacy</p>	<p>The <i>System 44</i> software generates letters and reports—available in English, Spanish, Cantonese, Hmong, Filipino, Haitian Creole, and Vietnamese—which inform parents of their children’s reading progress and ways they can be supportive at home. In addition, students can bring home English-Language paperbacks and share them with their families. The <i>Teaching Guide</i> provides strategies and suggestions for how to engage parents and families as they support their children’s participation in the <i>System 44</i> program.</p> <ul style="list-style-type: none"> <li>▪ The <i>System 44 Family Letter</i> can be used to inform families of their child’s enrollment in <i>System 44</i>, explain the assessment results that determined their placement, answer questions about the instruction, and initiate family involvement through suggested <i>System 44</i> resources.</li> <li>▪ The <i>System 44 Family Report</i>—available in English and Spanish—is populated with software performance data. The Family Report can be used to provide regular data-driven updates, including current data on mastery of software instruction; explain students’ progress during family-teacher conferences; motivate students by highlighting their skill mastery and growth; and encourage involvement by recommending <i>System 44</i> resources for home use.</li> </ul>


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<p>5. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement</p>	<p><i>System 44</i> has been designed to draw students into reading and increase their intrinsic motivation to read. <i>System 44</i> Library books and videos are high-interest, age-appropriate, relevant to students' lives, and able to generate and sustain student interest. All library books help students set a purpose for reading, making the reading activity more meaningful. In the software, on-screen mentors sustain the learner's engagement and interest by scaffolding, encouraging, and reinforcing his or her efforts. Throughout, reading materials are carefully matched to students' current reading levels as they progress through the program, ensuring that they experience success while being appropriately challenged.</p> <p><i>System 44</i> employs the power of technology to motivate students and to provide for structured engagement. Students who are not drawn to print media but voluntarily spend hours on the computer can use a tool they value to master skills they need. The on-screen host provides feedback and encouragement that is private, nonjudgmental, and respectful of students, and the endless patience of the computer cannot be overemphasized as students have opportunities to try and try again. In order to keep track of their progress, students can access on-screen charts and printed reports, encouraging them to celebrate their successes and keep working toward their goals.</p>
<p>6. Programs and activities that follow <i>principles of effectiveness</i> by being based on:</p> <ul style="list-style-type: none"> <li>▪ Assessment of objective data regarding need for before- and after-school programs</li> <li>▪ Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities</li> <li>▪ If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards</li> </ul>	<p><i>System 44</i> harnesses the power of research-based software that combines learning theory, pedagogical principles, and integrated media technology in a unique way. The software uses adaptive and audio technology to customize and scaffold individual skill practice and application in phoneme manipulation, word recognition, vocabulary, spelling, comprehension, and fluency. Throughout, the software offers consistent and targeted support with nonjudgmental and individualized coaching.</p> <p>The <i>System 44</i> FASTT (Fluency and Automaticity through Systematic Teaching with Technology) technology helps students move information from working- to long-term memory. Adaptive pacing of practice in the FASTT model moves students to automaticity. The multi-sensory approach in <i>System 44</i> further improves recall by combining audio and visual supports. For example, every new word in the technology is linked with a picture and context sentence, both of which help learners commit the word meaning and underlying concept to memory.</p> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Programs and activities that follow <i>principles of effectiveness</i> Continued</p>	<p>Ongoing assessment allows the software to differentiate and adapt instruction to students’ needs and customize corrective feedback to their specific errors. Customized technology lessons allow for differences in students’ prior knowledge and learning styles. In the software, two distinct tracks (Standard and Fast-Track) further individualize instruction with adaptive pacing, allowing students to skip content for which they already show mastery and focus more closely on specific areas of needs.</p>
<p>7. The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.</p>	<p>System 44 combines the very best thinking on research-based phonics instruction for older students with the power of adaptive technology and age-appropriate, supportive fiction and nonfiction text. The program is the result of collaboration between Marilyn Adams, author of the seminal work <i>Beginning to Read: Thinking and Learning about Print</i>, and Dr. Ted Hasselbring, the scientist behind the development of the Scholastic <i>READ 180</i> program. An extensive body of literature, both theoretically and empirically based, was reviewed to develop the research foundations for System 44.</p> <p> The <i>System 44 Research Foundation Paper</i> provides specific information regarding the research foundation for the program.</p> <p> The <i>Preliminary Evidence of Effectiveness: System 44 Formative Research Paper</i> provides preliminary evidence of effectiveness for <i>System 44</i>.</p>
<p>8. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p>Scholastic offers comprehensive <i>System 44</i> Implementation Training to help teachers successfully implement and sustain best teaching practices in the classroom. Two days of implementation training are provided for districts. All trainings are conducted by Scholastic Implementation Consultants.</p> <p><u>Teacher Implementation Training—Day One</u> This training occurs before teachers begin to use the program. During Day One training, teachers will learn to implement the <i>System 44</i> Instructional Model, manage the <i>System 44</i> classroom effectively, and utilize <i>Scholastic Phonics Inventory</i> (SPI), <i>Scholastic Reading Inventory</i> (SRI), and <i>Scholastic Achievement Manager</i> (SAM) successfully and to their greatest capacity.</p> <p style="text-align: right;">(Continued)</p>

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<p>To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities. Continued</p>	<p><u>Teacher Implementation Training—Day Two</u> The second full day of training is scheduled approximately six to eight weeks after the <i>System 44</i> program is implemented. The focus of Day Two training is the <i>Scholastic Achievement Manager</i> (SAM). Teachers learn how to use the data gathered in SAM to drive instruction. Specifically, the Scholastic Implementation Consultant will guide teachers through the different types of reports available in SAM, and how they can use the data to drive instruction.</p> <p>Scholastic offers a comprehensive professional development program to support <i>System 44</i>, as well as to improve reading instruction. Additional professional development, coaching, as well as customized training packages are priced per day.</p> <ul style="list-style-type: none"> <li>▪ On-site Implementation Training for Teachers Additional day of on-site training for <i>System 44</i> teachers to provide greater understanding of the program and its components, specifically the teaching materials, software, and assessment</li> <li>▪ <i>System 44</i> Training Webinars A series of online training sessions available for <i>System 44</i> teachers and administrators</li> </ul>
<p>9. Academic activities are aligned with the school’s curriculum in the core subject areas.</p>	<p>The <i>System 44</i> scope and sequence supports student development in the five areas of reading identified by the National Reading Panel—Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension. The goal of the <i>System 44</i> scope and sequence is the systematic introduction of key phonic elements and word-attack strategies necessary for fluency at the word level.</p> <p>At the heart of <i>System 44</i> is adaptive software that delivers direct, systematic, research-based instruction and practice to students in Grades 3-12. Print-based teaching resources provide opportunities for students to practice and reinforce targeted skills and strategies in the following areas:</p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>▪ In the <i>Smart Zone</i>, students receive direct, explicit instruction and modeling of sound-symbol correspondences, as well as self-paced, multisensory support of new patterns.</li> <li>▪ Students manipulate letters and morphemes to build new words and practice segmentation through simplified encoding tasks.</li> </ul> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Academic activities are aligned with the school’s curriculum in the core subject areas. Continued</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>▪ The <i>Word Zone</i> gradually introduces and builds on decoding strategies for use with increasingly complex words, building sound-to-sound blending to comprehensive word attack strategies.</li> <li>▪ The “Mix &amp; Match Words” activities build proficiency in matching aural, or spoken, words to their spellings, as it guides students to aurally discriminate sounds in varied positions.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ In <i>Read &amp; Record</i> activities, students connect words to meanings through images, definitions, Spanish cognates, and translations.</li> <li>▪ The <i>Word Challenge</i> implements expanding recall, so that the students become increasingly automatic at blending and reading multisyllabic words.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>▪ The <i>Read &amp; Think</i> activities provide structured opportunities to decode unfamiliar words and build confidence by demonstrating that students can use strategies to unlock words that challenge them.</li> <li>▪ Students read decodable sentences of increasingly complex syntactical structures.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>▪ The <i>Success Zone</i> builds background knowledge of nonfiction content.</li> <li>▪ Success Passages provide practice in reading and rereading increasingly challenging connected text.</li> <li>▪ Comprehension Activities promote reading for meaning in a discrepancy format in which students must read and compare content of similar captions.</li> </ul>
<p>10. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>As students participate in <i>System 44</i>, the <i>Scholastic Achievement Manager</i> (SAM) gathers quantifiable data about usage and performance for all software components. SAM reports allow teachers to monitor progress and plan day-to-day instruction. SAM reports are designed for flexible use. Teachers can specify a time period for data that they wish to view, sort, save, and print. Data are also exportable to other applications. Reports viewed on the computer contain links to targeted instructional resources available through SAM.</p>

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<p>11. The program includes a plan for how the community learning center will continue after funding under this part ends.</p>	<p><i>System 44</i> can be integrated with funds and money from state, local, foundation, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> <li>▪ Title IA—Improving Basic Programs</li> <li>▪ Title I – Supplemental Educational Services</li> <li>▪ Title IC—Education of Migratory Children</li> <li>▪ Title IID—Enhancing Education Through Technology (Formula)</li> <li>▪ Title III – English Language Acquisition</li> <li>▪ Enhancing Education Through Technology</li> <li>▪ 21<sup>st</sup> Century Community Learning Centers</li> <li>▪ IDEA, Part B</li> <li>▪ IDEA, <i>Response to Intervention</i></li> </ul>
<p>12. The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p>	<p><i>System 44</i> includes two assessment technology components to effectively identify students who will most benefit from the <i>System 44</i> software instruction. The <i>Scholastic Reading Inventory</i> (SRI) is a computer-adaptive test that assesses reading comprehension using the Lexile Framework®, a system that measures readers and texts on the same scale. The <i>Scholastic Phonics Inventory</i> (SPI) is a software-based test of basic letter recognition, decoding proficiency, and sight word knowledge. Each time students log into the <i>System 44</i> software, the <i>Scholastic Achievement Manager</i> (SAM) captures information on their software usage and progress in key skill areas.</p> <p>SAM reports are designed for flexible use. Teachers and administrators can specify a time period for data to view, sort, save, or print. Data are also exportable to other applications. Reports viewed on the computer contain links to targeted instructional resources available through SAM. The <i>System 44 Software Manual</i> includes detailed instructions for how to export data and access SAM resources.</p> <ul style="list-style-type: none"> <li>▪ The <i>Screening and Placement Report</i> allows teachers to review class or group results on the <i>Scholastic Phonics Inventory</i> (SPI). Teachers can adjust the time period to cover the current school year.</li> <li>▪ The <i>Student Software Performance Report</i> details an individual student’s performance in the <i>System 44</i> software for the current and previous Topics. Teachers can run this report every four to eight weeks to correspond with grading periods.</li> </ul> <p style="text-align: right;"><i>(Continued)</i></p>

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<p>The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. Continued</p>	<ul style="list-style-type: none"> <li>▪ The <i>Reading Progress Report</i> provides a progress monitor of all students' status, usage, and cumulative performance in <i>System 44</i>. Teachers can run this report every six weeks to monitor performance and identify students who are consistently not meeting usage or performance expectations.</li> <li>▪ The <i>Response to Intervention Report</i> allows teachers to monitor and compare students' responses to the <i>System 44</i> intervention over time. Teachers and administrators can use this report every six weeks to correlate students' software usage with their mastery to date.</li> <li>▪ The <i>Differentiated Instruction Grouping Report</i> groups students for targeted teacher-led instruction to reinforce the software. Sample student errors are provided to inform teaching and practice. Teachers can run this report every two to four weeks to inform flexible grouping.</li> <li>▪ The <i>Student Mastery Report</i> details an individual student's responses to the <i>System 44</i> instruction. Teachers can run this report every four to six weeks to evaluate a student's progress through the software scope and sequence.</li> <li>▪ The <i>Family Letter</i> can be sent home to inform families of their child's enrollment in the <i>System 44</i> program. The letter is available in the following languages: Spanish, Vietnamese, Cantonese, Haitian Creole, Filipino, Hmong, and English.</li> <li>▪ The <i>Family Report</i> can be sent home to families or caregivers as an update on their child's progress with <i>System 44</i>. Teachers can run this report every six to nine weeks.</li> </ul> <p>The <i>System 44 Screening, Assessment and Reporting Guide</i> explains in detail the purposes of each of the above report, including specific instructions for understanding, using, and customizing the data so teachers can disaggregate the data according to their specific timeline and needs. The Guide also provides a suggested timeline with examples of how to use reports data throughout the school year to inform individual instruction, group students, and communicate with families about progress in <i>System 44</i>.</p>