# System 44 Next Generation

## Aligns to Race to the Top—District

The *Race to the Top—District* (RTT-D) program is designed to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness. RTT-D programs are expected to provide teachers the information, tools, and supports that enable them to meet the needs of each student and substantially accelerate and deepen each student's learning. These programs must prepare each student to master the content and skills required for college- and career-readiness, provide each student the opportunity to pursue a rigorous course of study, and accelerate and deepen students' learning through attention to their individual needs. The following chart shows how **System 44 Next Generation** can support a RTT-D program. The criteria are drawn from the Federal *Race to the Top—District* grant application, posted at:

http://www2.ed.gov/programs/racetothetop-district/applicant.html

| Required RTT-D Criterion | System 44 Next Generation |
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| **LEARNING**—An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that: | |
| **WITH THE SUPPORT OF PARENTS AND EDUCATORS, ALL STUDENTS:** | |
| Understand what they are learning is key to their success in accomplishing their goals | **System 44 Next Generation,** Grades 3-12+, combines the 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 Software delivers a personalized learning path through systematic instruction in phonics, decoding, word recognition, and writing, as outlined by State Standards. Educator Dashboards deliver unparalleled access to critical student performance data while the *Groupinator®* simplifies differentiated instruction.<br><br>*System 44 Next Generation* students develop and maintain their motivation to read and write when they access the Student Dashboard to monitor their own progress, track their achievements and collect and comment on the texts they read. Reports help support students in identifying strengths and challenges, as well as setting goals to improve work and have a better understanding of their achievements. |
| Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements | *System 44 Next Generation* builds mastery of foundational reading skills through personalized learning technology and direct instruction in phonics, decoding, reading, and writing skills, as outlined by State Standards.<br><br>Reading<br><br>*System 44 Next Generation* gives students access to multiple text types, allowing them to develop word knowledge across a range of contexts. The Software is 100% nonfiction and provides opportunities for students to connect with text that is relevant to their content-area classes, including science, social studies, math, and art. The *44Book* includes eight modules of nonfiction readings that cover a broad range of genres and text types, including content from Science, Social Studies, and Life Skills.<br><br>CONTINUED |

| Required RTT-D Criterion | *System 44 Next Generation* |
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| Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements *Continued* | Each *44Book* Module includes a fiction and nonfiction *Stretch* text, exposing students to thought-provoking, grade-level text. Students are encouraged to find the key idea of the text and respond both orally and in writing to text-based questions. The *System 44* Library includes a range of high-interest, age-appropriate Paperbacks, Audiobooks, and *eBooks*, ranging from a Lexile measure of 100L to 450L. Additionally, the *System 44 eBook* Library recommends titles "To Read" and allows students to search by Lexile, author, and genre. |

Writing

*System 44 Next Generation* scaffolds instruction and practice in argument writing. The *44Book* builds competence with evidence-based writing, while the Student Software develops fluency in summary writing. In the *44Book*, students write evidence-based responses about what they are reading. Each Module includes two writing tasks focused around the writing skills at the heart of State Standards—informational and argument writing. As students progress through the *44Book*, writing scaffolds decrease. The writing component of the *System 44 Next Generation* Software provides students with independent practice in writing summaries tied to content in the *Success* passage, helping students build comprehension and writing fluency. Writing prompts and scaffolds, such as sentence frames, echo those tools students encounter through teacher-mediated practice in the *44Book*, which helps students increase competence and confidence in writing.

Language

The *44Book* helps students meet grade-level expectations by asking them to apply rigorous comprehension and Higher Order Thinking skills such as synthesis, analysis, and evaluation as they read. The *44Book* exposes students to higher-level, content-rich texts while scaffolding close reading and comprehension through text-based questions. The text-based questions that accompany each text require students to think carefully about what they are reading and find evidence from the text to support their response. *Success Zone* passages on the Software require students to evaluate texts and their meaning. Additionally, the Software helps students to unlock multi-syllabic words through word analysis activities.

Speaking & Listening

*System 44 Next Generation* includes systematic phonics instruction and word analysis strategies. The *Word Zone* develops fluent decoding of words through modeling, individualized blending practice, and explicit instruction on common syllable types and word parts. The *Fluency Zone* presents reading tasks that promote skills transfer and require students to read and think about the meaning of text. Instructional routines provide support for practicing correct phrasing, speed, and expression. Audio recordings accompany every paperback to promote listening comprehension. Students engage in academic discussion one-on-one with both the teacher and other students during Small-Group Instruction, developing their oral language skills that they can use to communicate across the content areas. Additionally, the *Smart Zone* builds academic vocabulary through explicit instruction.

| Required RTT-D Criterion | System 44 Next Generation |
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| Are able to be involved in deep learning experiences in areas of academic interest | In order to engage and motivate older struggling readers, *System 44 Next Generation* Student Library titles feature high-interest, age-appropriate topics and offer students a wide array of choice. Each library includes a range of leveled, age-appropriate titles ranging from 100 Lexile measures (L) to 450L, targeting decoding skills and strategies to promote comprehension and build vocabulary and content-area knowledge.  This wide range of Library titles ensures that students have the opportunity to read about topics that are relevant to their interests and personal experiences. Audiobooks and *eBooks* offer challenged readers the opportunity to develop good reading skills and habits while enjoying natural voice narrations of the *System 44 Next Generation* Student Library books. |
| Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning | Readings in all *System 44 Next Generation* print materials reflect ethnic, cultural, and linguistic diversity and focus on engaging topics, such as careers, music, heroes, relationships, health, and family.  The *44Book* is organized around eight Modules that provide enough content for approximately one year of instruction.  The nonfiction readings cover a broad range of genres and text types in content-area topics, including Science, Social Studies, and Life Skills. |
| Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving | The Student Dashboard allows students to track their overall progress while motivating and supporting them to build executive function skills. Before beginning instruction, students are reminded of their current progress in the Software.  From the Dashboard, students can explore items of interest, including their total number of words mastered and unlocked *Success* videos. The Dashboard's on-screen graphics encourage students to celebrate their successes and keep working toward their goals. Digital stickers enable students to track their progress on the *My Software* Tracking Log. For example, red stickers celebrate a Fast Track, which denotes when students demonstrate mastery of content allowing them to move quickly past a Software topic. <br><br> The Student Digital Portfolio, accessible via the *Scholastic Achievement Manager* (SAM), includes a goal-setting tool to help teachers and students evaluate progress towards yearly academic and behavioral goals. Tracking academic goals increases students' intrinsic motivation, classroom engagement, and the desire to continue to succeed. Students can also track and monitor their own progress through the use of additional print materials such as the *System 44* Self-Monitoring Chart, available as a resource. |
| **WITH THE SUPPORT OF PARENTS AND EDUCATORS, THERE IS A STRATEGY TO ENSURE THAT EACH STUDENT HAS ACCESS TO:** | |
| A personalized sequence of instructional content and skill development designed to enable the student to achieve his/her individual learning goals and ensure he/she can graduate on time and college- and career-ready | The *System 44 Next Generation* instructional software is intelligent and adaptive; it collects data based on individual responses and adjusts instruction to meet each student's needs. Students' learning experiences are unique as they are systematically guided through five learning Zones, engaging in differentiated skill instruction and practice in each Zone. <br><br> <div align="right">CONTINUED</div> |

| Required RTT-D Criterion | System 44 Next Generation |
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| A personalized sequence of instructional content and skill development designed to enable the student to achieve his/her individual learning goals and ensure he/she can graduate on time and college- and career-ready *Continued* | These Learning Zones include:<br><br>■ *The Code*—Students move from letter-sound correspondence through fluent word recognition with direct instruction and intensive adaptive practice. Dictation activities provide students with the opportunity to apply decoding skills while building writing fluency.<br><br>■ *Word Strategies*—Students become effective and efficient decoders of multi-syllabic words. These lessons offer immediate, corrective feedback as students learn to consciously apply strategies and use morphology to read and understand multi-syllabic words.<br><br>■ *Sight Words*—Students focus on building fast and automatic recognition of the highest-utility sight words in these lessons. Each lesson begins with an assessment that is used to customize instruction.<br><br>■ *Success Strand*—Students watch a video and read 100% nonfiction connected texts with scaffolds. Cloze activities support the application of comprehension and vocabulary skills.<br><br>■ *Writing Strand*—Students engage in independent practice in writing evidence-based summaries tied to Software content, with scaffolds that reinforce teacher-mediated practice in the *44Book.* |
| A variety of high-quality instructional approaches and environments | The *System 44 Next Generation* Instructional Model structures 50-60 minutes of direct instruction and scaffolded practice in small groups each day to maximize student reading growth and provide teachers with a clear instructional path. Teachers begin each class period with Whole-Group Introduction to motivate and engage students. Daily *Do Now* Activities that provide language warm-up practice and set daily learning goals are included on each instructional page of the *44Book Teacher's Edition*.<br><br>During Small-Group Instruction, teachers provide direct instruction and practice in the *44Book*; lessons are taught sequentially to ensure students build a solid foundation in phonemic awareness and phonics, as well as engage in daily comprehension skills practice and writing activities. Teachers use the Interactive Teaching System (ITS) to project *44Book* lessons and practice pages during class to provide visual support and scaffolding for students.<br><br>While teachers work with students in Small-Group Instruction, another group uses the *System 44 Next Generation* Software for at least 20 minutes of individualized instruction per day. This instructional model supports the acceleration of struggling readers toward grade-level proficiency through a proven balance of direct instruction, Small-Group differentiation, and individual practice. |

| Required RTT-D Criterion | *System 44 Next Generation* |
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| High-quality content, including digital learning content aligned with college-an career ready standards or college- and career-ready graduation requirements | *System 44 Next Generation* was designed to help the most challenged readers master the foundational reading skills required for success with State Standards, through explicit instruction in phonics, comprehension, and writing. |

**Staircase of Increasing Text Complexity**

*System 44 Next Generation* is designed to meet students where they are and accelerate them to grade-level text. The *44Book* exposes students to increasingly complex texts through multiple readings on similar topics. Each *44Book* Module includes two grade-level *Stretch* Texts, designed to give the most challenged readers access to complex grade-level text. *Success* Passages in the Software increase in complexity as students move through the program. The *System 44 Next Generation* Library includes a variety of literature, nonfiction, poetry, graphic classics, and career-oriented titles and exposes students to multiple text formats—*eBooks*, Audiobooks, and paperback books.

**Informational Text**

The *System 44 Next Generation* 100% nonfiction Software provides opportunities for students to connect with text that is relevant to their content-area classes, including Science, Social Studies, Math, and Art. The *44Book* scaffolds close reading of 80% nonfiction texts, 25% of which are primary sources. These texts engage students in learning and building critical thinking and constructing knowledge. The *System 44 Next Generation* Library includes 75% nonfiction content.

**Rigorous Text-Based Questioning**

Embedded throughout the *44Book* are questions that ask students to draw directly from the text and apply progressively more rigorous comprehension skills, as well as Higher Order Thinking Skills, such as analysis and synthesis. Comprehension questions in the Cloze passages of the *Success* Strand assess comprehension of the Software passages.

**Reading Text with Fluency**

The *Word Zone* develops fluent decoding of words through modeling, individualized blending practice, and explicit instruction in common syllable types and word parts. The *Fluency Zone* presents reading tasks that promote skills transfer and require students to read and think about the meaning of text.

**Utilizing Academic Language**

In the Software, academic vocabulary is developed through explicit instruction in the *Smart Zone.* To support students' vocabulary development, images are provided for over 2,000 words. Through daily reading, writing, and speaking activities the *44Book* exposes students to high-level academic and domain-specific vocabulary. New words are introduced in small, manageable amounts or in groups that share a sound-spelling or morphological pattern. Students encounter these words in their readings and practice using them during academic discussions about the text.

| Required RTT-D Criterion | *System 44 Next Generation* |
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| Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements | Ensuring that students are placed at the proper level is critical, which is why *System 44 Next Generation* includes two computer-based assessments that are reliable and valid. Both the *Scholastic Phonics Inventory* (SPI) and *Scholastic Reading Inventory* (SRI) can be used for placement and progress monitoring.<br><br>*Scholastic Phonics Inventory* (SPI) is an effective screening tool designed to determine if the root cause of reading difficulty is decoding. Students who score around or below the 25th percentile on the SRI or students who in the judgment of an educator have decoding issues should be further assessed with SPI. Based on the students' score, SPI generates three possible prescriptions for the student.<br><br>1. The student requires instruction in phonemic awareness and basic decoding instruction and should be placed in the beginning of *System 44 Next Generation.*<br><br>2. The student requires phonics and decoding instruction and should be placed in *System 44 Next Generation*; however, the students can skip the most foundational topics.<br><br>3. The student can decode adequately and needs an intervention that focuses on reading comprehension, such as *READ 180 Next Generation.*<br><br>*Scholastic Reading Inventory* (SRI) is used to determine a student's Lexile measure, based on the Lexile Framework® for Reading. SRI also determines the appropriate instructional level in the *System 44 Next Generation* Software for each student. After placing students at the correct level, SRI is used to monitor progress in reading comprehension development. In addition, as students work independently on the computer, the *System 44 Next Generation* Software is automatically and continuously collecting student performance data, which feeds multiple reports that teachers use to inform Small-Group Instruction.<br><br>The Teacher and Leadership Dashboards provide easy access to data from these ongoing assessments, allowing teachers and administrators to efficiently monitor student progress in real time, quickly identify problems, and inform decision-making about instruction. The SAM Student Digital Portfolio compiles student work and includes rubrics for teachers to score fluency recordings, writing prompts, and open-response items from the *rSkills* Tests and *Writing Zone*.<br><br>The *Scholastic Achievement Manager* (SAM) captures performance data each time students use the *System 44 Next Generation* software. SAM aggregates the performance data into reports for individual students, groups, or an entire class. The reports allow teachers to monitor students' progress, target instruction, and share results with administrators or families. The SAM system provides powerful reports that educators can use to fine-tune instruction and improve student performance. These filters allow sorting by ethnicity, Free-Reduced lunch status, English-Language Learners, and Special Education student populations. |

| Required RTT-D Criterion | System 44 Next Generation |
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| Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards/graduation requirements and available content, instructional approaches and supports | Personalized learning in *System 44 Next Generation* is driven by the proven FASTT (Fluency and Automaticity through Systematic Teaching with Technology) algorithm, which helps students manage their acquisition of new information and then carefully synthesizes this information as long-term memory in the brain. As students work independently on the computer, the *System 44 Next Generation* Software is automatically and continuously collecting student performance data, which feeds multiple reports that teachers use to inform Small-Group differentiated instruction.<br><br>The research-based Software combines learning theories, pedagogical principles, and integrated media technology in a unique way. The Software uses adaptive technology to customize and scaffold individual skill practice and application in phoneme manipulation, word recognition, vocabulary, spelling, comprehension, writing, and fluency. Throughout the program's sequence, the Software offers consistent and targeted support and feedback with nonjudgmental and individualized coaching. Background videos in the Software help students build mental models of new concepts before reading an informational passage. |
| Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards/graduation requirements | *System 44 Next Generation* is designed to meet the needs of diverse learners in Grades 3 through 12. The program targets students who are reading at basic or below basic levels, yet vary in terms of age, language background, socioeconomic status, demographic background, special education classification, and disability type.<br><br>English-Language Learners<br><br>*System 44 Next Generation* software provides direct instruction and individualized practice for English Language Learners based on a systematic scope and sequence. Features include:<br><br>▪ Vocabulary Support through Imagery—Images are provided for over 2,000 words in the Software. Additional support is provided for words that are difficult to image, such as concept words and verbs.<br><br>▪ First Language Support in Spanish—At any point during the Software instruction, students can click on any word and receive a translation in Spanish.<br><br>▪ Pronunciation Modeling—Sound & Articulation videos help teachers to model correct academic pronunciation of all sound-spellings taught in the program.<br><br>▪ Multicultural Content—Age-appropriate, multicultural content across all program components reflects ethnic, cultural, and linguistic diversity.<br><br>CONTINUED |

| Required RTT-D Criterion | System 44 Next Generation |
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| Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards/graduation requirements *Continued* | **Students In Special Education**<br><br>*System 44 Next Generation* was designed specifically to meet the needs of older, struggling readers with reading and language disabilities who struggle with foundational literacy skills, including phonemic awareness, phonics, and decoding fluency. *System 44 Next Generation* addresses these skill weaknesses and provides differentiated support.<br><br>Features include:<br><br>■ Individual Education Program (IEP) Supports—Point of use data and reports allow teachers and parents to measure student progress toward annual IEP goals, both academic and behavioral.<br><br>■ Multisensory Instructional Resources—Visual, auditory, tactile, and kinesthetic tools help teachers differentiate instruction.<br><br>■ Universal Design for Learning (UDL) Principles—The Software aligns with the core principles of UDL, providing multiple means of presentation, expression, and engagement.<br><br>■ Positive Behavioral Intervention Systems (PBIS) Supports—Multiple print and digital resources support the implementation of positive behavioral intervention at all Instructional Tiers. |

**TEACHING AND LEADING**—An approach to teaching and leading that helps educators improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students such that:

**ALL PARTICIPATING EDUCATORS ENGAGE IN TRAINING AND PROFESSIONAL TEAMS OR COMMUNITIES, THAT SUPPORTS THEIR INDIVIDUAL AND COLLECTIVE CAPACITY TO:**

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| Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure that all students can graduate on time and college- and career-ready | Scholastic provides the following *System 44 Next Generation* professional learning:<br><br>*System 44 Next Generation* Implementation Training<br><br>In this full day of on-site training, teachers learn how to effectively use *System 44 Next Generation* in their classrooms, including:<br><br>■ Experiencing the Software from a student's perspective<br>■ Using the management system to review data and access resources<br>■ Planning teacher-directed instruction and guided practice<br>■ Exploring ideas for building a classroom community, including leading whole-group instruction and managing small groups<br><br>*System 44 Next Generation* Implementation Training Follow-Up<br><br>In this full day of on-site training, teachers deepen their knowledge of *System 44 Next Generation*, including enhancing student software achievement, building expertise with SAM, using data to monitor progress and differentiate, teaching and monitoring in Small-Group, and strengthening *System 44* classroom management.<br><br>CONTINUED |

| Required RTT-D Criterion | *System 44 Next Generation* |
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| Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure that all students can graduate on time and college- and career-ready *Continued* | *System 44 Next Generation* Interactive Webinar<br><br>This Webinar helps *System 44 Next Generation* teachers expand their expertise, including: planning instruction with the Teacher Dashboard and the Interactive Teaching System (ITS), assessing fluency and writing in the SAM Student Digital Portfolio, and using data to target instruction at differentiation Checkpoints.<br><br>*System 44 Next Generation* Leadership Training<br><br>In this half-day training district leaders, coaches, and principals learn to successfully implement *System 44 Next Generation*, including: understanding the research-base behind the program, identifying program features that accelerate reading achievement, monitoring implementation fidelity with the Leadership Dashboard, and analyzing report data to support accountability and work toward AYP targets. |
| Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, interests, and optimal learning approaches | *System 44 Next Generation* provides multiple supports to assist teachers in planning instruction and maintaining high-quality implementation. The Teacher Dashboard provides support for monitoring learning and differentiating instruction. Through the Teacher Dashboard, teachers are able to:<br><br>■ Analyze data and results to inform instruction, using Data Snapshots<br><br>■ Plan effective instruction<br><br>■ Use the Reports Scheduler to run reports that provide information about student performance<br><br>■ Access Data-Driven CheckPoints that provide guidance on reviewing and reteaching skills based on software and *rSkills* report data<br><br>■ Use the *Groupinator*™ to group students for personalized and differentiated instruction<br><br>■ Access rubrics and grade student performance on *rSkills*, the *Writing Zone*, and the *Success Zone* through the SAM Student Digital Portfolio<br><br>■ Access dynamic, daily Professional Development<br><br>The *System 44 Next Generation* Individualized Learning Plan (ILP), accessible via the *Scholastic Achievement Manager* (SAM) and the Teacher Dashboard, provides teachers with a quick and simple way to set and monitor academic and behavior goals for each student. Via SAM, teachers can set academic goals for Decoding, Spelling, Fluency, and Independent Reading and align those goals to Individual Education Plans (IEPs). Data for these goals is collected through Student Software performance and teacher input. Teachers can also create customized benchmarks that align to their school's grading periods or IEP marking periods. The ILP Data Snapshots on the Teacher Dashboard provide an at-a-glance view to how an individual student is tracking toward his or her academic and behavioral goals within a benchmarked timeframe. When conferencing with students, teachers have the ability to adjust benchmarks toward cumulative academic and behavioral goals for each student within the SAM Student Digital Portfolio. |

| Required RTT-D Criterion | System 44 Next Generation |
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| Frequently measure student progress toward meeting college- and career-ready standards/graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators | Other features of the *System 44 Next Generation* technology help teachers collect and manage data, providing them more time to focus on teaching. For example, the adaptive *Scholastic Reading Inventory* (SRI) assessment screens students and provides a Lexile level that teachers can use to efficiently match students with texts. The *System 44 Next Generation* Software complements teacher-led instruction with activities that customize and scaffold individual skill practice. The software also continually collects data about student performance and provides continuous corrective feedback to the student, freeing the teacher to focus on targeted direct instruction for the whole class and small groups.<br><br>Like the Teacher Dashboard, the Leadership Dashboard allows administrators to easily access data about student progress and program implementation. Leaders are able to view information about software usage at the district or school level, as well as track each class's progress. In addition, the Leadership Dashboard provides administrators access to professional development and technical and peer support around best practices for achieving implementation success. These tools and resources enhance leaders' ability to monitor fidelity of implementation and to identify and correct problems as they occur. |
| <mark>ALL PARTICIPATING EDUCATORS HAVE ACCESS TO, AND KNOW HOW TO USE TOOLS, DATA, AND RESOURCES TO ACCELERATE STUDENT PROGRESS TOWARD MEETING COLLEGE- AND CAREER-READY GRADUATION REQUIREMENTS. THOSE RESOURCES MUST INCLUDE:</mark> | |
| Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests | ***Scholastic Achievement Partners*** can help teachers develop and enhance their expertise through research-based, classroom-tested teaching practices. Implementation training provides program background and research, the "what" and the "how" of using *System 44 Next Generation*, and explicit tools and strategies that get teachers started using the software and management system. In-Classroom Support provides teachers with individualized feedback and support, classroom management guidance, and modeled strategies to effectively implement data-driven differentiated instruction. |
| High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements | The *Scholastic Achievement Partners* **Nextpert** is an extensive suite of online tools and resources designed to support changing instruction in preparation for Next Generation Assessments (NGAs). It provides tools and resources that support teachers in adapting to the instructional changes driven by new teacher evaluations, college- and career-ready standards, and NGAs, including:<br><br>▪ Lesson and Assessment Builders that guide teachers through creating instruction that supports the Common Core while also increasing their capacity to create them independently<br><br>▪ A trusted library of carefully selected lessons and assessment items that teachers can customize and personalize for their specific needs<br><br>▪ Powerful tools that not only help increase the quality of lessons and assessments, but show also teachers why the changes are important<br><br>CONTINUED |

| Required RTT-D Criterion | System 44 Next Generation |
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| High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements<br>*Continued* | ▪ A collaborative environment in which teachers can participate and engage with one another in designing lessons and assessments and examining student work<br><br>*Nextpert* also uses instructional design customized for teachers. Courses combine the unique capabilities of online learning for individualized and self-paced instruction with the collaboration and support necessary to help teachers raise student achievement. The easy-to-use online learning system gives teachers 24-hour, anytime anywhere access to resources and training to help them teach reading. *Scholastic Achievement Partners* consultants train district specialists, coaches, staff developers, and/or Master Teachers to be course facilitators. Facilitators receive training in how to conduct model lessons, classroom demonstrations, and in-person teacher cadres, which complement online instruction and provide teachers with opportunities to reflect on their learning and collaborate with peers about improvements in classroom practice.<br><br>*Scholastic Achievement Partners* also offers a variety of professional development opportunities to help schools strengthen instructional practices and implement the *Daggett System for Effective Instruction*, including the following:<br><br>▪ The Learner and Learning Environment<br>▪ Literacy Across the Curriculum<br>▪ Teaching Strategies Aligned to the Common Core State Standards<br>▪ Data and Differentiation<br>▪ Instructional Strategies for Rigor and Relevance<br><br>Additional *Scholastic Achievement Partners* professional development resources ensure ongoing support for teachers as they adopt new teaching practices. Delivered by instructional experts with content-specific expertise, face-to-face courses are targeted to the critical needs identified in the upfront needs assessment.<br><br>*Scholastic Achievement Partners* believes that teacher development should be sustained, intensive, and classroom-focused in order to have a positive, lasting impact on instruction and performance. *Scholastic Achievement Partners* professional development services provide a powerful sequence that consists of a blend of in-person face-to-face, online, and job-embedded teacher development and instructional support. The hallmark of *Scholastic Achievement Partners* professional development is its commitment to the *Blended Professional Learning System*. Through a collaborative process, *Scholastic Achievement Partners* coaches — all of whom are experienced, credentialed education leaders — work directly with participants using a combination of onsite meetings and training, monthly webinars, and professional development resources. Such a blended model of delivery is always built around the school or district, aligned with state standards, and connected to in-classroom practice. |

| Required RTT-D Criterion | System 44 Next Generation |
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| High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements *Continued* | Face-to-face courses guide teachers in empowering students to achieve excellence. Highly interactive full-day sessions help district/school leadership develop instructional vision, build instructional leadership skills, and develop competencies to successfully monitor progress of academic improvement initiatives. Likewise, full-day sessions help teachers develop and enhance their expertise through research-based, classroom-tested teaching practices, enabling every teacher to transform instruction.<br><br>Job-embedded instructional coaching powerfully complements courses as a coach works shoulder-to-shoulder with teachers to make instructional transformation a reality. Each session helps identify priorities, set instructional goals, provide observation and feedback, facilitate data analysis, as well as develop and grow teaching and leadership skills. This comprehensive and customizable instructional coaching model to assist teachers in transforming instruction uses the *Rigor/Relevance Framework®* to plan curriculum, deliver instruction, and monitor progress. Teachers learn differentiation approaches and understand how to extend rigor and adjust instruction based on assessment. The model is built on the following cornerstones:<br><br>■ Focus on Student Achievement: The coach works closely with the leadership team to ensure commitment at all levels to this goal.<br><br>■ Trusting Relationships: The instructional coach builds trust and supports professional growth by providing positive reinforcement, opening lines of communication, and creating a caring relationship with teachers.<br><br>■ Professional Learning Communities (PLCs): Educators collaborate around the shared goal of increasing student achievement. The reflective dialogue also helps the coach identify areas that might require additional support. |
| Processes and tools to match student needs with specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs | As students progress through the *System 44 Next Generation* software, SAM captures and organizes the results of their work in easy-to-access reports. Teachers can run reports to see data for individual students, groups, or an entire class.  These Best Practices reports help teachers to monitor students' progress, target instruction, and share results with students, administrators, and families.<br><br>Best Practice Class/Group Reports<br><br>■ SPI Screening and Placement Report—Shows SPI scores for a class or group so teachers can determine student placement in a reading intervention program<br><br>■ Intervention Grouping Report—Groups students based on SRI performance standards<br><br>■ Response to Intervention Report—Provides an overview of student participation and performance in the Software<br><br>■ Differentiated Instruction Grouping Report—Groups students for targeted teacher-led instruction to reinforce the Software<br><br><div align="right">CONTINUED</div> |

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| Processes and tools to match student needs with specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs<br>*Continued* | <u>Best Practice Student Reports</u><br>■ Student Software Performance Report—Shows an individual student's performance in the Software for the current and previous Topics<br>■ Individual Learning Plan Student Report—Shows an individual student's progress toward academic and behavioral goals<br>■ Student Software Mastery Report—Details an individual student's response to the *System 44* scope and sequence<br>■ Student Progress Report—Tracks historical student progress on SRI tests in relation to year-end proficiency<br><br>The SAM Student Digital Portfolio stores the following data for grading, goal setting, and progress monitoring: student academic and behavioral goal data, select assignments, and student work. Teachers are able to assign, access, and evaluate needs-based assignments using the Digital Portfolio and upload student academic and behavioral goals so students can track progress on their Student Dashboards. |
| Information, from such sources as the district's teacher evaluation system that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school-culture and climate, for the purpose of continuous school improvement | *Scholastic Achievement Partners* offers a comprehensive needs assessment for schools and districts seeking to gain a holistic picture of their specific strengths and challenges. Using a combination of proprietary culture surveys, classroom observation tools, interviews with key stakeholders, and rigorous data analysis, *Scholastic Achievement Partners* provides a comprehensive portrait of each site's performance relative to the attributes demonstrated by the nation's top-performing and most rapidly improving schools. This thorough process not only discerns instructional gaps, but defines a path to accomplish improvement.<br><br>Using the data from the comprehensive needs assessment, *Scholastic Achievement Partners* consultants work with schools and districts to build a customized strategic plan that will guide school improvement efforts grounded in data. The plan targets specific areas of need for each site, and includes plans for ongoing monitoring of implementation and results. |
| Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps | Scholastic offers a full range of service solutions for helping school and district leaders raise achievement for all students.<br><br>■ In-classroom Support provides teachers with individualized feedback and support, classroom management guidance, and modeled strategies to effectively implement data-driven differentiated instruction.<br>■ In-Person Seminars examine new strategies that teachers can use immediately in their classrooms to deepen their knowledge of Scholastic programs, instruction, and assessment.<br>■ Project Management Services make it easy for districts to manage and coordinate large-scale literacy improvement initiatives.<br><br>CONTINUED |

| Required RTT-D Criterion | System 44 Next Generation |
|---|---|
| Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps *Continued* | ▪ Technical Services, including installation and hosting, help school or district staff integrate Scholastic software into existing technology infrastructure.<br><br>▪ Data Services include data collection, analysis, and reporting that enable leaders to monitor and assess progress at district and school levels. |
| A high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects and specialty areas | The *Scholastic Achievement Partners Daggett System for Effective Instruction* is a cohesive approach for making instructional excellence the norm in every classroom and equipping both leaders and teachers with the skills to accomplish this goal. *Scholastic Achievement Partners* consultants use the needs assessment to build a customized plan that drives the *Daggett System for Effective Instruction*. This system provides a way to transform traditional systems, approaches, and schools into efficient and effective models that more fully prepare students — especially students most at risk — to succeed. Because teachers are the most powerful influence on instruction, the entire system is focused on making teachers more effective and learning time optimal.<br><br>The *Scholastic Achievement Partners Learning Criteria for 21$^{st}$ Century Learners™* Rubric examines four dimensions critical to school-wide academic success:<br><br>1. Foundation Learning    3. Learner Engagement<br>2. Stretch Learning    4. Personal Skill Development<br><br>In addition, surveys can be administered to teachers and students to provide insight into their perceptions of school culture, academic rigor and relevance, and leadership. |