





System 44


Aligns to Enhancing Education Through Technology Criteria


The primary goal of the *Enhancing Education through Technology* (Ed Tech) program is to improve student academic achievement through the use of technology in schools. According to the federal *Guidance on the Enhancing Education through Technology (Ed Tech) Program*, a Local Education Agency's (LEA) technology plan must address 13 specific components in order to qualify for formula or competitive funding. The following chart details how **System 44** helps meet 12 of these requirements.


Required Ed Tech Components	System 44
<p>1. <u>Strategies for improving academic achievement and teacher effectiveness:</u> A description of how the applicant will use <i>Ed Tech</i> funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers in schools served by the LEA to integrate technology effectively into curriculum and instruction</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. <i>System 44</i> includes research-based features designed for the most challenged older readers:</p> <ul style="list-style-type: none"> ▪ <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. ▪ <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. ▪ <u>Independent Reading</u> Beginning readers will always have something to read with the <i>System 44</i> program. The Decodable Digest 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 44Book 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. <p style="text-align: right;">(Continued)</p>


Required Ed Tech Components	 System 44
<p>Strategies for improving academic achievement and teacher effectiveness, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Teacher Support</u> The <i>System 44</i> Teaching Guide provides teacher-led phonics instruction building on phonemic awareness and moving to letter-sound correspondence, blending, word building, dictation, and spelling. The Teaching Guide 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. ▪ <u>Data-driven Instruction</u> The <i>Scholastic Achievement Manager</i> (SAM) 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</i> (SRI), <i>Scholastic Phonics Inventory</i> (SPI), and <i>ReadingCounts!</i> Teachers use SAM as a dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation. ▪ <u>Multisensory Instruction</u> <i>System 44</i> includes a Sound & Articulation DVD, manipulatives, and teaching aids to help engage students in multisensory instruction. The Sound & 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. <p>Recognizing the importance of student engagement, <i>System 44</i> provides older, disenfranchised students with opportunities to be successful quickly, along with built-in motivation systems.</p>
<p>2. <u>Goals:</u> A description of the applicant's specific goals, aligned with challenging state standards, for using advanced technology to improve student academic achievement</p>	<p>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.</p> <p>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 style="text-align: right;">(Continued)</p>


Required Ed Tech Components	 System 44
Goals—Continued	<p>The <i>System 44</i> scope and sequence supports student development in the five areas of reading identified by the National Reading Panel:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Phonics ▪ Fluency ▪ Vocabulary ▪ Comprehension <p>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>3. <u>Steps to increase accessibility:</u> A description of the steps the applicant will take to ensure that all students and teachers have increased access to technology</p>	<p>The System 44 individualized, leveled instruction and practice activities can raise the achievement of students with varying abilities and needs, including those who are struggling and at-risk of not meeting state academic standards. These include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Children from low-income families ▪ Students with disabilities ▪ English-Language Learners ▪ Native Americans ▪ Students attending urban, suburban, and rural schools <p><u>English-Language Learners</u> <i>System 44</i> 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. <i>System 44</i> 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><i>System 44</i> 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"> ▪ <u>Illustrated Vocabulary</u>—Pictures and animations provide visual representations of word to help students connect meaning while building decoding skills. ▪ <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. <p style="text-align: right;">(Continued)</p>


Required Ed Tech Components	 System 44
<p>Steps to increase accessibility, Continued</p>	<ul style="list-style-type: none"> ▪ The <u>Mouth Position Video</u> provides visual and audio models of accurate phoneme articulation. ▪ <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. ▪ <u>Repeated readings</u>—Program activities require repeated readings of words, sentences, and connected text passages, helping ELL students build word recognition and fluency. ▪ <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. <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><u>Students with disabilities</u> <i>System 44</i> was designed specifically to meet the needs of older, struggling readers with learning disabilities. Students with reading and language disabilities may struggle with foundation literacy skills, including phonemic awareness, phonics, and decoding fluency. <i>System 44</i> addresses those skill weaknesses and provides differentiated support to these students.</p> <p>The Center for Applied Special Technology (CAST) pioneered the Universal Design for Learning (UDL) principles that are embedded in <i>System 44</i>.</p> <ul style="list-style-type: none"> ▪ The <i>System 44</i> software adjusts content delivery and pace of instruction to meet each student's needs. ▪ Images and context sentences build mental models for each target word. ▪ Guided practice with animation and repeated modeling highlights targeted sound-spelling patterns to help students increase automaticity in blending. <p style="text-align: right;"><i>(Continued)</i></p>


Required Ed Tech Components	 System 44
<p>Steps to increase accessibility, Continued</p>	<ul style="list-style-type: none"> ▪ Interactive word building tasks actively engage students in manipulating words to focus on recognizing phonemes in all positions. ▪ Images, definitions, and translations help students connect words to meaning. ▪ Multiple means of representation focus students' attention on instructional content with animations and images. ▪ Multiple means of expression allow students to practice oral reading fluency by reading and recording Success Passages on the software. ▪ The Sight Word Check-Up determines which words students have already mastered and which remain to be learned. ▪ Curriculum-embedded Fast-Tracks promote adaptive pacing by ensuring that students do not spend instructional time on content they have already mastered. Students who pass the Fast-Track word discrimination task will skip the series of instruction for that skill. <p><i>System 44</i> employs Universal Design for Learning (UDL), a set of principles that promotes the creation of flexible goals, methods, materials, and assessments to accommodate all learners' differences. Its multimedia, multisensory instruction provides multiple means of representation in printed material and software with digital, audio, and visual support. Students have many opportunities to use visual, aural, kinesthetic and tactile modalities, including visual and tactile experiences with mouth positions to aid with pronunciation. <i>System 44</i> further provides multiple means of expression to offer students alternative ways to show what they know.</p>
<p>4. <u>Promotion of curricula and teaching strategies that integrate technology:</u> A description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement</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. <i>System 44</i> is "intelligent software" that collects data based on individual responses and adjusts instruction to meet each student's needs. The research-based instructional sequence offers students continuous support and immediate feedback at every level. This feedback is nonjudgmental, private, and encouraging, allowing students to practice at the level they need without embarrassment.</p> <p style="text-align: right;">(Continued)</p>


Required Ed Tech Components	 System 44
Promotion of curricula and teaching strategies that integrate technology, Continued	<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"> 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"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. 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 style="text-align: right;">(Continued)</p>


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<p>Promotion of curricula and teaching strategies that integrate technology, Continued</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>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>5. <u>Professional development:</u> A description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center</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><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 style="text-align: right;">(Continued)</p>


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Professional Development Continued	<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"> 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 <i>System 44</i> Training Webinars A series of online training sessions available for <i>System 44</i> teachers and administrators
<p>6. <u>Technology type and costs:</u> A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components</p>	<p>System 44 runs on Windows® and Macintosh® platforms. Specific system requirements are recommended for the best performance of the program. Scholastic will conduct a tech audit to ensure a successful implementation of the <i>System 44</i> program.</p> <p>Specific technical requirements for <i>System 44</i> are provided in the program guide. To request a copy of the <i>System 44</i> program guide, please contact your Scholastic Account Executive.</p>
<p>7. <u>Coordination with other resources:</u> A description of how the applicant will coordinate activities funded through the education technology program with technology-related activities supported with funds from other sources</p>	<p>System 44 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"> Title IA—Improving Basic Programs Title I – Supplemental Educational Services Title IC—Education of Migratory Children Title III – English Language Acquisition 21st Century Community Learning Centers IDEA, Part B IDEA, <i>Response to Intervention</i>
<p>8. <u>Integration of technology with curricula and instruction:</u> A description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration</p>	<p><i>System 44</i> was designed to be used daily for 45-60 minutes with a small class of ten to twelve students, with students spending a minimum of twenty minutes on the software and a modeled/independent reading. In the 45-60 minute instructional model, the class begins with a five- to ten-minute Whole-Group introduction in which the teacher leads a brief warm-up activity to engage students and build phonemic awareness and phonics skills. After the introduction, students split into two groups; one group rotates to the <i>System 44</i> Instructional Software, while the other group works with the teacher in Small-Group Instruction or Modeled & Independent practice.</p> <p style="text-align: right;">(Continued)</p>


Required Ed Tech Components	 System 44
<p>Integration of technology with curricula and instruction Continued</p>	<p>The <i>System 44</i> classroom is organized to allow students to benefit from technology-based instruction, teacher-led instruction, and guided practice. The combination of software-based and teacher-led instruction provides the <i>System 44</i> students with adaptive, individualized learning as well as teacher-mediated collaborative learning.</p> <p><u>Whole-Group Instruction</u> Whole-Group Instruction takes place during the first five to ten minutes of class before students break into small groups. Teachers use this time to motivate students through word-play games and activities that introduce and review broad phonics concepts. Teachers can use the Whole-Group Instructional setting to motivate students by using the Word Building Kit to promote engagement, read aloud books to model fluent reading, or teach important academic vocabulary words and word study elements.</p> <p><u>Small-Group Instruction</u> Small-Group Instruction takes place while a group of students work independently on the <i>System 44</i> software. Using the <i>System 44 Teaching Guide</i>, teachers review and reinforce skills that students are learning on the software. Small-Group Instruction allows the teacher to work with several students at a time to differentiate instruction. The S.M.A.R.T. (Strategies for Metacognition, Academic Language, Reading, and Thinking) lessons present essential concepts, teach academic vocabulary, and build background for learning. Teachers use the <i>Word Building Kit</i> manipulatives to engage students in word analysis and word-building activities that support learning and word consciousness. The Flip Chart helps engage students' attention and provides patterned word lists and decodable sentences for modeling, instruction, and practice.</p> <p>Teachers can also use the Whole- or Small-Group Instructional setting to hold structured reading conferences. The <i>Teaching Resources for the System 44 Library</i> has Conference Guides for each book to help engage students in book discussions and monitor comprehension during reading conferences. Teachers can use the guides to focus on content, along with decoding, word study, vocabulary, and fluency instruction.</p> <p style="text-align: right;">(Continued)</p>


Required Ed Tech Components	 System 44
<p>Integration of technology with curricula and instruction Continued</p>	<p><i>System 44</i> utilizes a teaching system that provides a clear instructional path for Whole- and Small-Group instruction, integrated professional development, and resources for accessing students and differentiating instruction. Comprehensive teaching support ensures all teachers can differentiate instruction with confidence. While students work independently on the <i>System 44</i> software, the system is continuously collecting data that provides ongoing diagnostic information for teachers. Because much of the repeated individualize practice is handled by the software, teachers are freed up to focus on areas identified as needing additional support.</p> <p><i>System 44</i> provides students with opportunities to build confidence in their ability to decode and read connected text. The software and teacher-led instruction focus on discrete skills in the program scope and sequence. Students are engaged with manageable, progressively difficult content that requires demonstrated proficiency before moving on. The <i>System 44</i> software rewards students' efforts as they complete each Series of Topics. After students have mastered a group of new skills, the dashboard feature of the software unlocks a high-interest Success Video. The engaging subject of the video reinforces newly acquired skills, while building background knowledge in nonfiction content. This mastery-based nature of the program helps students to feel confident before being challenged with new content.</p> <p>In <i>System 44</i> differentiated and individualized instruction are achieved by the integration of multiple assessments, multiple entry points, adaptive computer technology, and targeted instructional materials and strategies. Teachers can thus create learning environments for multiple purposes to meet the needs of individual students. Two distinct tracks in the software—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 their specific areas of need. Additionally, the software's supportive coaching and immediate, corrective feedback help ensure that struggling or challenged students do not feel uncomfortable about their pace for not mastering specific skills – even when that pace is slower than that of their classmates.</p>

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<p>9. <u>Innovative delivery strategies</u>: A description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources</p>	<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><i>System 44</i> offers a multisensory instructional approach that provides students with daily opportunities to view, listen, speak/record, and write. The multisensory approach in <i>System 44</i> includes videos, images and graphics, sounds, Audiobooks, several different types of print components, and manipulatives thus offering multiple points of entry for all learners to access, learn the content, and collaborate with each other in Small-Group activities.</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>10. <u>Parental involvement</u>: A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used</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> <p style="text-align: right;">(Continued)</p>

Required Ed Tech Components	 System 44
<p>Parental involvement Continued</p>	<p><i>System 44</i> provides tools and resources to help initiate ongoing communication with families.</p> <ul style="list-style-type: none"> ▪ The <i>System 44 Family Letter</i> is available in seven languages—English, Spanish, Cantonese, Vietnamese, Haitian Creole, Hmong, and Filipino. The Family Letters 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. ▪ 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.
<p>11. <u>Accountability measures:</u> A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards</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"> ▪ 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. <p style="text-align: right;">(Continued)</p>

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<p>Accountability Measures Continued</p>	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ 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. <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>

Required Ed Tech Components	 System 44
<p>12. <u>Supporting resources:</u> A description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology</p>	<p><i>System 44</i> was designed for our most challenged older, struggling readers. Many of these students are demotivated and disenfranchised from school as a result of years of academic failure. The program helps students to understand that the English Language is a finite system of 44 sounds and 26 letters that can be mastered. <i>System 44</i> provides educators with a comprehensive set of tools to meet this challenge:</p> <p><u>Software Applications</u></p> <ul style="list-style-type: none"> ▪ The <i>Scholastic Phonics Inventory</i> (SPI) is a diagnostic tool for educators to determine whether nonproficient decoding skills are the cause of reading difficulty for students. ▪ The <i>Scholastic Reading Inventory</i> (SRI) is a research-based, computer-adaptive assessment for Grades K-12 that measures students' levels of reading comprehension and reports results using the Lexile Framework® for Reading. ▪ 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. ▪ The <i>Scholastic Achievement Manager</i> (SAM) is a computer-based management and reporting system that gathers usage and performance data from the <i>System 44</i> Software, <i>Scholastic Phonics Inventory</i>, <i>Scholastic Reading Inventory</i>, and <i>Scholastic Reading Counts!</i> Teachers use SAM as a dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation. ▪ <i>Scholastic Reading Counts!</i> provides electronic comprehension quizzes for each <i>System 44</i> book and accompanying Audiobook. <p><u>Print Materials</u></p> <ul style="list-style-type: none"> ▪ The <i>44Book</i> is an interactive worktext that provides practice in reading, writing, and spelling. The <i>44 Book</i>, used by students during Whole-and Small-Group Instruction, reinforces skills from the software and teacher-led instruction. ▪ The <i>Decodable Digest</i> is a decodable student book that contains two lessons for every sound/letter correspondence in the program, presented in engaging graphic-novel format. Each passage is 75% decodable and is designed to engage reluctant, older students. <p style="text-align: right;">(Continued)</p>

Required Ed Tech Components	 System 44
<p>Supporting resources Continued</p>	<ul style="list-style-type: none"> ▪ The <i>System 44 Paperback and Audiobook Library</i> features high-interest, age-appropriate topics and offers students a choice of books ranging from a 130 to 450 Lexile level. The Audiobooks provide grade-appropriate literature that is read aloud by a narrator and guided by a reading coach who models fluent reading strategies. <p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> ▪ The <i>System 44 Welcome Kit</i> introduces the program and provides guidance and suggestions for successful implementation. ▪ The <i>System 44 Teaching Guide</i> contains rich content that is linked to the software and includes 160 instructional topics, embedded professional development, support for English-Language Learners, and lessons for differentiated instruction. ▪ The <i>System 44 Teaching Resources Guides</i> provide educators with a content overview, detailed resources, and potential lesson plans for each of the 36 titles in the Student Library. ▪ The <i>System 44 Screening, Assessment, and Reporting Guide</i> includes everything teachers need to know about interpreting reports and using data to effectively differentiate instruction. ▪ The <i>System 44 Sound & Articulation DVD</i> provides explicit and visual instruction on mouth and oral placement for specific sound instruction and practice. ▪ The <i>System 44 Flip Chart</i> is designed for use in teacher-led Whole- and Small-Group Instruction, with large, easy-to-view printed lessons and activities. ▪ The <i>System 44 Word Building Kit</i> is a magnetic tile and board kit that allows students to use manipulatives for practice and skill reinforcement. ▪ The <i>System 44 Classroom Posters</i> include a chart of the 44 phonemes and descriptions of the books in the Student Library.