Personal Digital Assistant Assessment Technology for Early Literacy, Preschool, and Mathematics

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Executive Director,
Business Development

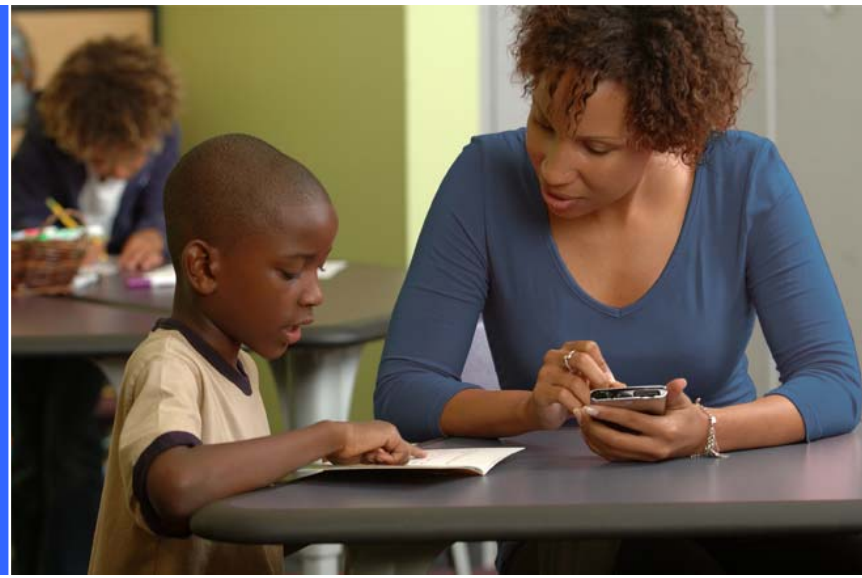


EXHIBIT F Education PowerPoint consists of 26 slides
Complete document provided.

A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us).

Meeting Date 5-10-06

Purpose of Presentation

- Mention the context for our work
- Introduce the mCLASS System for Pre-K to Grade 3 mobile observational assessment in literacy and math: show some success stories
- Discuss Wireless Generation's current work with schools and districts in Nevada and around the U.S.

Context for our work – the bad news

- 20 years of flat NAEP scores in reading and math
- In early literacy, once a child is off-track, every year they fall further behind – with obvious problems for third grade subject-area instruction
- An epidemic of Special Education over-referrals are consigning children to failure, when all they needed was to learn to read

Context for our work – the good news

- No Child Left Behind has superintendents and principals focused on achievement, for *all* students
- Scientifically Based Reading Research has laid out the stepping stones to literacy (the 5 big ideas), and Reading First implementations are proving them out; similar work is well along in early math
- IDEA re-authorization is enabling *Response to Intervention* – a prevention model to reduce Special Education over-referrals

What Does Wireless Generation Do?

- We enable every stakeholder in K-3 education – student, teacher, coach, principal, administrator, superintendent, and parent – to use real-time data about student progress to improve reading and math achievement and to reduce special education referrals.
- We save teachers time – returning instructional days to the classroom
- We support change management in early literacy, early math, and RtI programs

How Does it Work?

- Handheld assessment of key skill *indicators*, with national norms
  - Benchmarking three times per year
  - Progress Monitoring for struggling students
- Web-based reporting informs individual, class, and grade-level instruction
- Advanced analysis gives insight into implementation fidelity and effectiveness
- Professional Services team assists with analysis, coaching, and change management

Handheld Assessment

wireless generation®

mCLASS® DIBELS®

mCLASS® TPRI®

mCLASS® PALS™

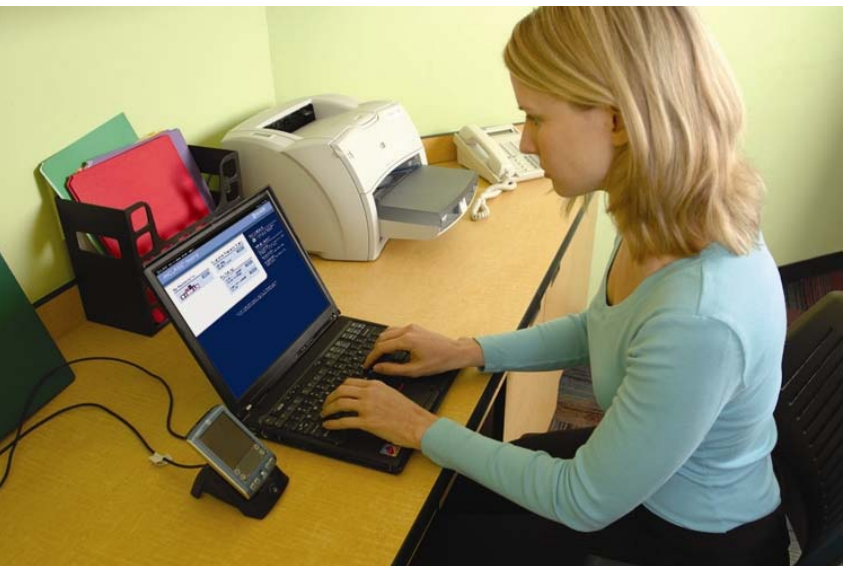
mCLASS® Reading 3D™

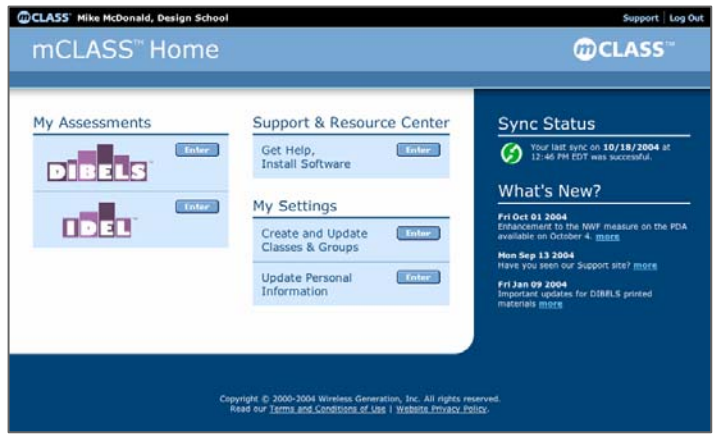
mCLASS® CIRCLE™

mCLASS® Math

Web-Based Reporting (printable too)

- A simple “hot sync” at an internet-connected computer consolidates and coordinates student data
- All participants (principals, teachers, specialists) can collaborate on a daily and weekly basis
- Reports serve as a fulcrum for planning and learning





Class Summary Kindergarten

DIBELS

Class Summary (Middle Benchmark) | Printer Friendly

Class: Kindergarten

Beginning Benchmark | Middle Benchmark | End Benchmark | Progress Monitoring

Kindergarten : Middle Benchmark

	ISF			LNF			PSF			NWF			WUF		
	Goal: 25			Goal: 27			Goal: 18			Goal: 13					
NAME	SCORE	STATUS	PCTILE	SCORE	STATUS	PCTILE	SCORE	STATUS	PCTILE	SCORE	STATUS	PCTILE	SCORE	STATUS	PCTILE
INTENSIVE															
Boyd, Aaron	4	DEFICIT	8	18	SOME RISK	16	0	HIGH RISK	1	0	HIGH RISK	23	69	N/A	82
Vanburen, Chuck	4	DEFICIT	8	8	HIGH RISK	0	4	HIGH RISK	16	0	HIGH RISK	23	49	N/A	40
STRATEGIC															
Busby, Brian	19	EMERGING	38	46	LOW RISK	84	9	SOME RISK	26	19	LOW RISK	54	46	N/A	28
Farris, Dan	10	EMERGING	17	18	SOME RISK	16	10	SOME RISK	39	0	HIGH RISK	23	26	N/A	0
Twardzicki, Eric	19	EMERGING	38	37	LOW RISK	62	16	SOME RISK	49	0	HIGH RISK	23	51	N/A	59
BENCHMARK															
Choi, Alan	27	ESTABLISHED	49	35	LOW RISK	55	17	SOME RISK	55	13	LOW RISK	40	52	N/A	63
Marty, David	32	ESTABLISHED	72	36	LOW RISK	57	20	LOW RISK	62	25	LOW RISK	68	64	N/A	70
Mayer, Adam	31	ESTABLISHED	69	33	LOW RISK	48	26	LOW RISK	78	24	LOW RISK	65	66	N/A	74
Smith, Justin	28	ESTABLISHED	55	44	LOW RISK	78	20	LOW RISK	62	28	LOW RISK	84	73	N/A	90
Turnball, Ryan	59	ESTABLISHED	84	43	LOW RISK	73	35	LOW RISK	92	52	LOW RISK	92	44	N/A	20
NOT COMPLETED															

Student Monitoring

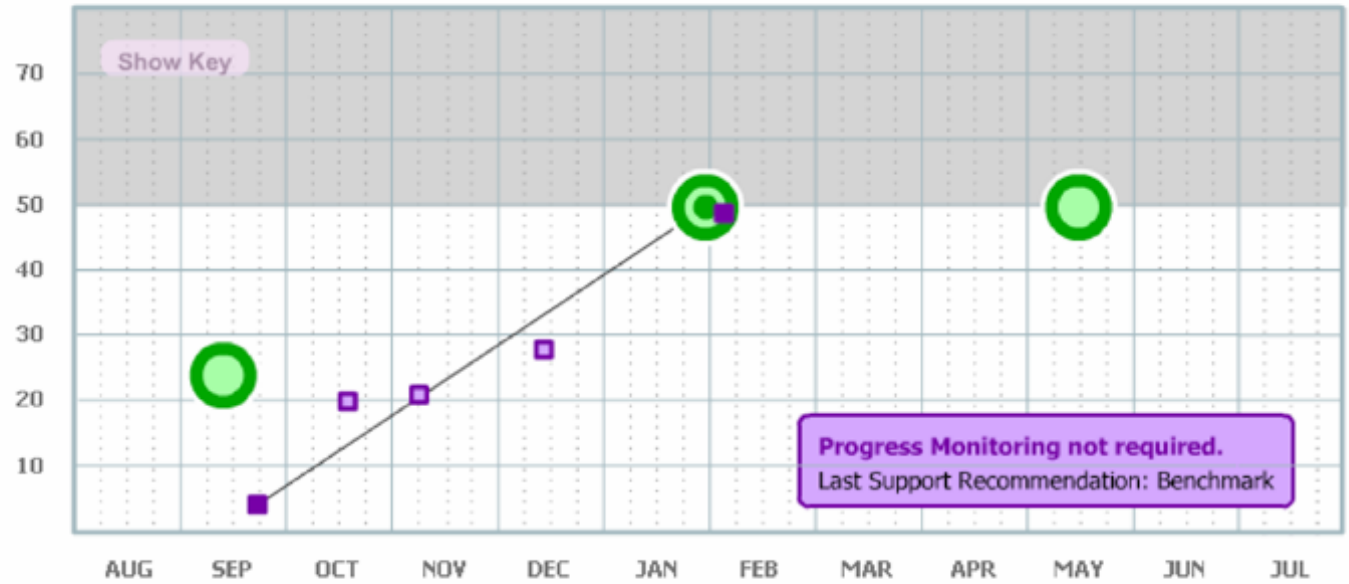
DIBELS

Student: [redacted] Measure: NWF

Monitored this period:NWF

Progress Monitoring Graph

NWF Nonsense Word Fluency



Progress Monitoring History

NWF Nonsense Word Fluency

FORM	DATE	SCORE	ASSESSOR

Probe Detail [redacted]

DIBELS

Class Summary > Student Summary > Probe Details

Printer Friendly

Measure: NWF Date: 1st Grade Beginning Benchmark : 09.22.2005

1st Grade Beginning Benchmark : 09.22.2005

NWF Nonsense Word Fluency

STATUS	SCORE	PERCENTILE
SOME RISK / LOW RISK (13 / 24)	4 Letter Sounds/Min	20

0 / 3 w u b	0 / 3 d o j	0 / 2 i k	0 / 3 v u s	1 / 3 n u k
1 / 2 u l	0 / 3 z e l	1 / 3 f e b	0 / 3 w u j	0 / 3 h i z
1 / 3 m i n	0 / 3 r o s	0 / 3 k u b	0 / 3 j a f	0 / 3 d u z
0 / 3 f a j	0 / 2 a d	0 / 3 k e d	0 / 2 i g	0 / 2 e l
0 / 3 l o j	0 / 2 e t	0 / 3 y a t	0 / 2 o l	0 / 3 t o v

ASSESSOR

[redacted]

TEST NOTES

RESPONSE PATTERNS

- [x] Stage 1: Has isolated letter-sound correspondences but lacks a systematic strategy for attacking unknown words
- [ ] Stage 2: Produces correct consonant sounds; incorrect vowel sounds
- [ ] Stage 3: Produces most sounds correctly sound-by-sound, but does not recode into complete word
- [ ] Stage 4: Produces sounds correctly sound-by-sound and then recodes into complete word (e.g., /m/ /o/ /t/ "mot")

Probe Detail [redacted]

DIBELS

Class Summary > Student Summary > Probe Details

Printer Friendly

Measure: NWF Date: Progress Monitoring : 10.18.2005

Progress Monitoring : 10.18.2005

NWF Nonsense Word Fluency

STATUS	SCORE	PERCENTILE
	20 Letter Sounds/Min	-1

2 / 2 u m	2 / 3 j a c	3 / 3 z o j	2 / 2 o c	3 / 3 k o m
3 / 3 k i c	2 / 3 r a j	3 / 3 l o n	0 / 3 z e b	0 / 2 i g
0 / 3 m e s	0 / 3 j u k	0 / 2 e t	0 / 3 n o j	0 / 3 v i n
0 / 3 j i c	0 / 3 w u j	0 / 2 o m	0 / 3 h u l	0 / 3 m i d
0 / 3 b e s	0 / 3 p e k	0 / 3 m o z	0 / 2 u m	0 / 2 u t
0 / 3	0 / 3	0 / 3	0 / 3	0 / 3

ASSESSOR

[redacted]

TEST NOTES

RESPONSE PATTERNS

- ☐ Stage 1: Has isolated letter-sound correspondences but lacks a systematic strategy for attacking unknown words
- ☒ Stage 2: Produces correct consonant sounds; incorrect vowel sounds
- ☐ Stage 3: Produces most sounds correctly sound-by-sound, but does not recode into complete word
- ☐ Stage 4: Produces sounds correctly sound-by-sound and then recodes into complete word (e.g., /m/ /o/ /t/ "mot")

Probe Detail [redacted]

DIBELS

Class Summary > Student Summary > Probe Details

Printer Friendly

Measure: NWF Date: 1st Grade Middle Benchmark : 02.03.2006

1st Grade Middle Benchmark : 02.03.2006

NWF Nonsense Word Fluency

STATUS	SCORE	PERCENTILE
DEFICIT / EMERGING / ESTABLISHED (30 / 50)	49 Letter Sounds/Min	57

3 / 3 f o j	3 / 3 h o n	2 / 3 t u m	2 / 3 l e n	1 / 2 a j
3 / 3 s u v	2 / 3 k a m	2 / 3 r e s	3 / 3 k i c	3 / 3 f a v
2 / 2 i d	3 / 3 w o d	2 / 3 n e j	3 / 3 s o k	3 / 3 w i f
3 / 3 b i s	3 / 3 w e m	2 / 2 a v	2 / 3 j a j	2 / 2 a c
0 / 3 l u j	0 / 3 w a n	0 / 2 u c	0 / 3 b a s	0 / 2 i d

ASSESSOR [redacted]

TEST NOTES

RESPONSE PATTERNS

- ☐ Stage 1: Has isolated letter-sound correspondences but lacks a systematic strategy for attacking unknown words
- ☐ Stage 2: Produces correct consonant sounds; incorrect vowel sounds
- ☒ Stage 3: Produces most sounds correctly sound-by-sound, but does not recode into complete word
- ☐ Stage 4: Produces sounds correctly sound-by-sound and then recodes into complete word (e.g., /m/ /o/ /t/ "mot")

Advanced Analysis – mCLASS:Direct

- Real-time aggregation allows collaboration up and down the organization – a “dashboard,” with drill-down and slice-and-dice … and with interpretation

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1. Benchmark Results Comparison Chart - (School Level)

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PERFORMANCE REPORTING: IDENTIFY SCHOOLS IN NEED SCALE: ■FIXED □PAGE SPECIFIC

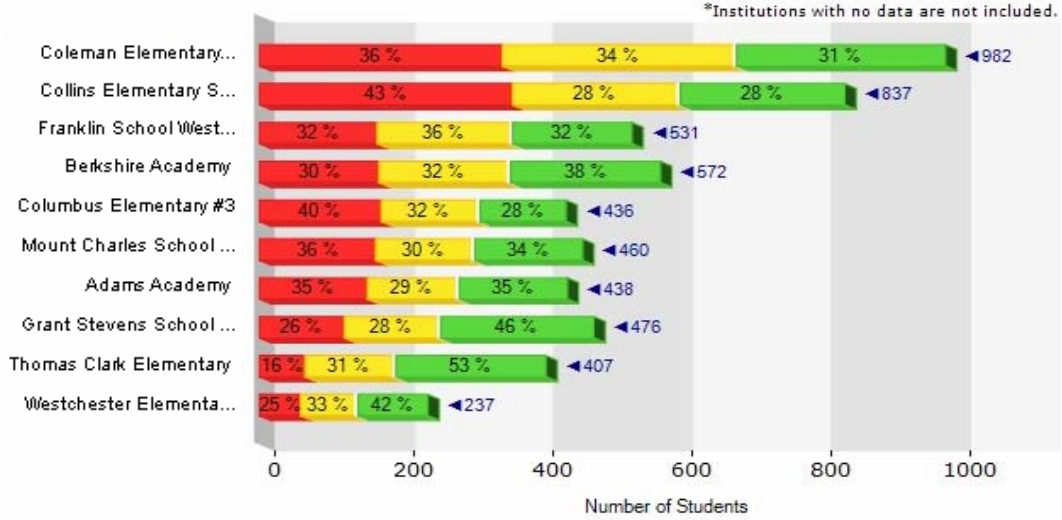
mCLASS DIBELS Instructional Recommendation Results Comparison Chart

Current As Of: 2/27/2006

mCLASS Home

CUSTOMER: BENSON COUNTY DISTRICT: REGION 01 GRADE: ALL PERIOD: 2005-2006(BOY)

*Institutions with no data are not included.



LEGEND

Sort by Total Students

INTENSIVE STRATEGIC BENCHMARK #%#

Data Labels = % of Students

Group By: Districts

Reading First & Non-Reading First

FILTERED BY DEMOGRAPHICS

□YES ■NO

mCLASS Direct

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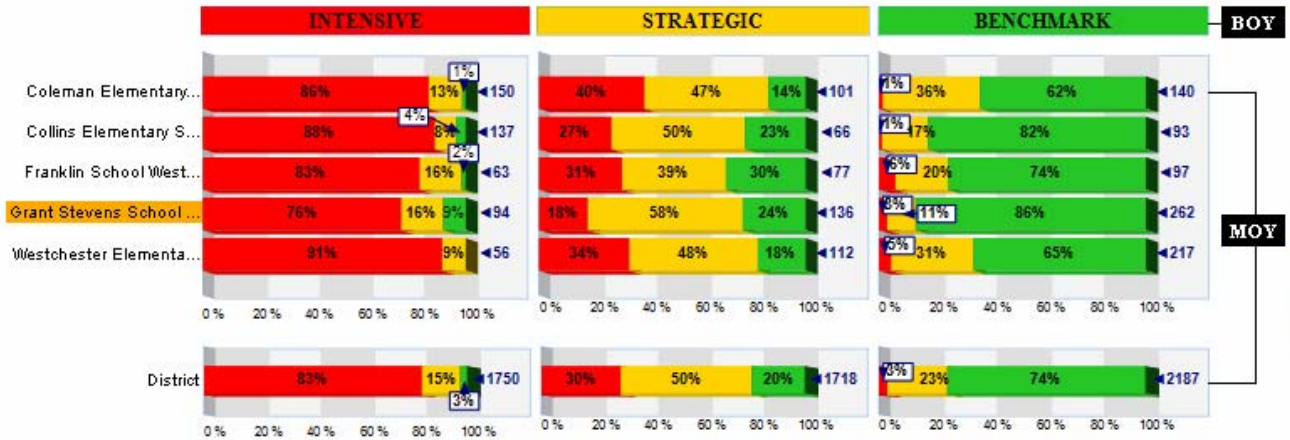
PERFORMANCE REPORTING: TRACK INSTRUCTIONAL EFFECTIVENESS

mCLASS DIBELS INSTRUCTIONAL RECOMMENDATION EFFECTIVENESS FORMULA (DEF) CHARTS

Current As Of: 2/12/2006

mCLASS Home

CUSTOMER: BENSON COUNTY **DISTRICT:** REGION 01 **GRADE:** All **YEAR:** 2004-2005



LEGEND

Total Students

INTENSIVE STRATEGIC BENCHMARK #%#

Data Labels = % of Students

Totals Labels = # of Students

Reading First & Non-Reading First

MEASURE TRACKED:

BOY: Instructional Recommendation

MOY: Instructional Recommendation

FILTERED BY DEMOGRAPHICS

☐ YES ■ NO

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1. DIBELS Effectiveness Formula (DEF) Charts - (School Level)

Search for: Go

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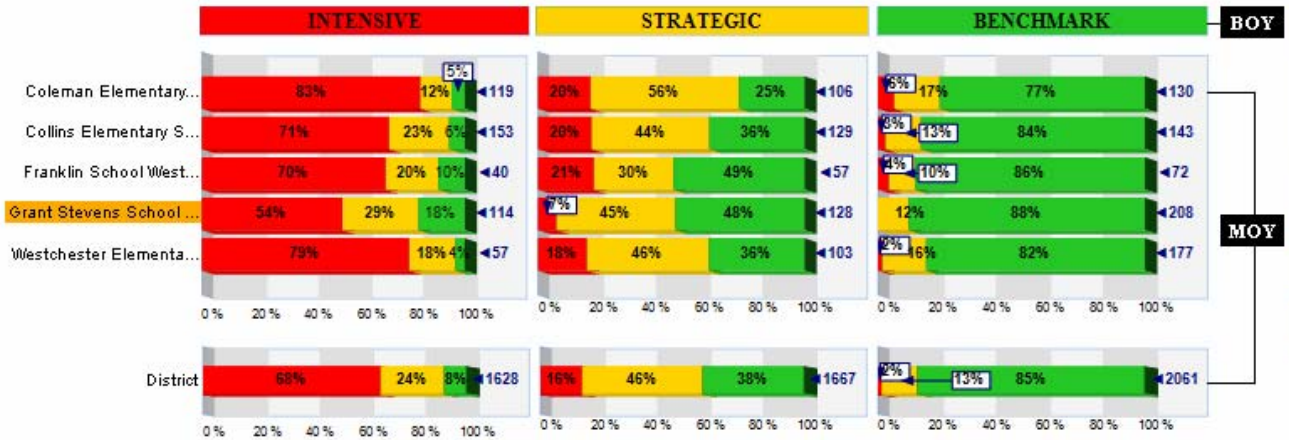
PERFORMANCE REPORTING: TRACK INSTRUCTIONAL EFFECTIVENESS

mCLASS DIBELS INSTRUCTIONAL RECOMMENDATION EFFECTIVENESS FORMULA (DEF) CHARTS

Current As Of: 2/25/2006

mCLASS Home

CUSTOMER: BENSON COUNTY **DISTRICT:** REGION 01 **GRADE:** All **YEAR:** 2005-2006



LEGEND

Total Students

INTENSIVE STRATEGIC BENCHMARK #%#

Data Labels = % of Students

Totals Labels = # of Students

Reading First & Non-Reading First

MEASURE TRACKED:

BOY: Instructional Recommendation

MOY: Instructional Recommendation

FILTERED BY DEMOGRAPHICS

☐ YES ■ NO

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STATUS REPORTING: TRACK PROGRESS MONITORING

mCLASS DIBELS PROGRESS MONITORING COMPARISON REPORT

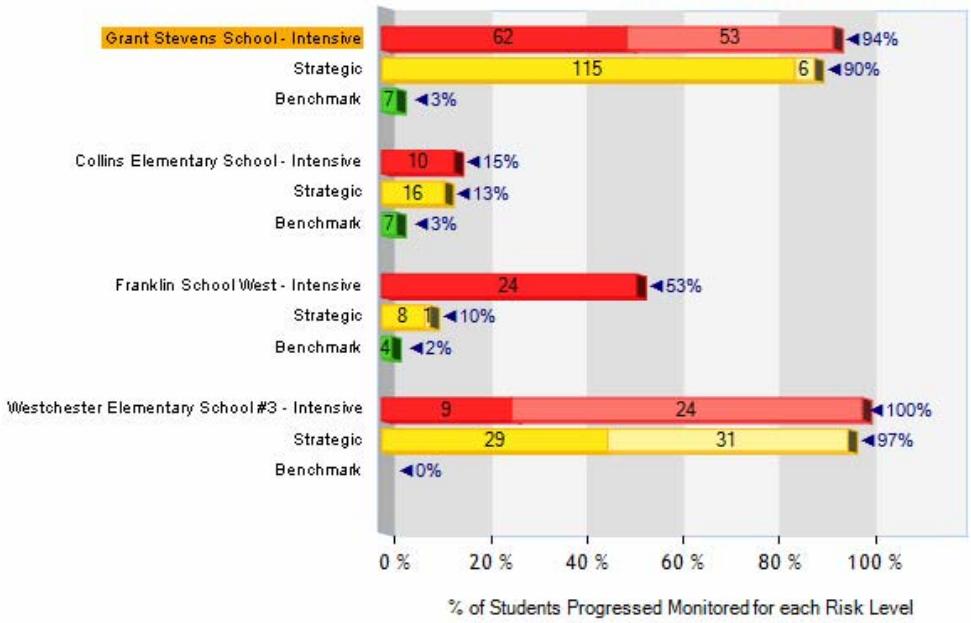
Current As Of: 2/25/2006

mCLASS Home

CUSTOMER: BENSON COUNTY **DISTRICT:** REGION 01 **GRADE:** ALL **PERIOD:** 2005-2006(BOY -> MOY)

As of EOD Friday - 12/30/05

*Institutions with no data are not included.



LEGEND

Currently At Desired Rate | Less Than Desired Rate | Total Students

Intensive #/%/#

Strategic

Benchmark

- Desired Rate=In the past 2 weeks
- Desired Rate=In the past 4 weeks
- Desired Rate=Any At All
- Data Labels = # of Students
- Total Labels = % of Students
- Group By: Districts
- Reading First & Non Reading First

FILTERED BY DEMOGRAPHICS

☐ YES ■ NO

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Professional Services

- Advanced, customized data analysis and reporting
- Program planning
- In-person presentations and workshops
- On-site coaching and mentoring

In Nevada …

- Serving 15,600 students in 31 schools this year - 30 schools are using DIBELS and PALS, as part of the Reading First program
- Reaching an additional 16,850 students and 40 schools next year, often as part of SB 404
- In Clark County School District:
  - Starting Math in 5 schools this fall
  - Providing an RtI model for 8 schools this fall (tentative)

Nationally …

- Serving 16 state Reading First programs
- Serving 1,700,000 students in 49 states

Key Implications

- “Catch them before they fall” – we no longer have to wait for children to fail to intervene and help them reach grade level by grade 3
- “Real-time improvement” – we can react to student learning, and individualize instruction, on a daily and weekly basis, guided by meaningful cutpoints
- “It’s about all children” – RtI, using tools like ours, helps Special Ed and General Ed focus together on achievement for all students