

Renaissance



FINAL SUBMISSION

Response to:

North Pike School District

RFP No.:

5711-26

Solicitation for:

Web-Based Language Arts and Mathematics Diagnostic Instructional Program with Corresponding Printed Instructional Materials SY 2025-26

April 24, 2025

Submitted by:

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North Pike School District
Administration Office
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1036 Jaguar Trail
Summit, MS 39666

Re: RFP 5711-26 Web-Based ELA and Mathematics Diagnostic Instructional Program with Corresponding Printed Instructional Materials 2025-26

Renaissance Learning, Inc. is pleased to submit our proposal in response to North Pike School District's Request for Proposals for a Web-Based ELA and Mathematics Diagnostic Instructional Program with Corresponding Printed Instructional Materials. Our complete ecosystem creates a cohesive learning environment where assessment informs instruction, teachers gain valuable time, and students receive the personalized support they need to achieve academic success.

Renaissance's Star Assessments serve as the cornerstone of the solution, providing the web-based, computer-adaptive diagnostic assessments the district requires for grades K-8 in both reading and mathematics. These assessments efficiently measure student proficiency against Mississippi standards in approximately 20 minutes per subject, with questions adapting in difficulty based on each student's responses to provide precise measurement of their abilities. Star Phonics enhances this assessment suite by specifically evaluating foundational reading skills, enabling targeted support for early literacy development.

FastBridge further strengthens the assessment capabilities by offering additional research-based, formative assessment tools that help identify students at risk and monitor their response to interventions. These assessments work seamlessly with other Renaissance solutions to provide a complete picture of student performance.

NPSD's comprehensive reporting capabilities are significantly enhanced through eduCLIMBER, a powerful data visualization and analysis platform. eduCLIMBER aggregates information from multiple sources into actionable dashboards, allowing educators to examine performance at multiple levels—from district-wide trends to individual student needs. These reports clearly identify mastery of specific Mississippi standards from multiple assessments and pinpoint learning gaps that require attention.

For early childhood education, myIGDIs (Individual Growth and Development Indicators) provides research-based assessment for preschool-age students, ensuring that foundational skills are properly evaluated and developed from the earliest stages of education.

For the interim growth monitoring NPSD seeks, Renaissance's DnA provides frequent progress-monitoring assessments that track student development throughout the academic year. DnA offers projected proficiency forecasts and real-time data on intervention effectiveness, allowing educators to make timely adjustments to instruction. Our DnA assessment system provides deeper diagnostic insights, helping teachers understand the root causes of learning difficulties.

Renaissance

See Every Student.

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The differentiated online instruction component is fulfilled through several integrated platforms. Freckle provides adaptive math and ELA practice tailored to individual students, myON offers a personalized digital reading experience with thousands of texts, and Accelerated Reader supports independent reading with comprehension monitoring. Nearpod enriches this offering by providing interactive lesson delivery with embedded assessments and engagement tools, while Flocabulary uses educational hip-hop to engage students and reinforce academic concepts across subject areas.

Throughout all components, Renaissance maintains strict alignment with Mississippi's standards, regularly updating content to ensure continued relevance to state expectations. This comprehensive approach creates a seamless integration between assessment and instruction, enabling NPSD's teachers to quickly identify struggling students and implement appropriate interventions through both digital and teacher-led approaches—exactly the blended learning solution the district requires.

Hillary Norwood, Renaissance's Account Executive for NPSD, collaborated on this proposal. Ms. Norwood would welcome the opportunity to demonstrate how Renaissance products can continue to support NPSD educators and students. To schedule a demonstration or to obtain more information about how these solutions will accelerate learning for your students, please contact Michael Hurst, Vice President of Proposal Solutions, at proposals@renaissance.com, or (800) 338-4204.

Sincerely,



Ted Wolf
Chief Financial Officer

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Configuration Summary

The Renaissance ecosystem provides comprehensive education solutions integrating assessment and instruction. Star Assessments deliver adaptive diagnostics, while Star Phonics focuses on early reading skills. FastBridge offers formative assessments with eduCLIMBER providing powerful data visualization. DNA delivers deeper diagnostic insights, and myIGDIs assesses early childhood development. For instruction, Accelerated Reader supports reading practice, Lalilo builds foundational literacy, and Freckle delivers personalized learning. Nearpod enables interactive lesson delivery, while Flocabulary engages students through educational hip-hop. This connected ecosystem creates a continuous improvement cycle—measuring performance, identifying needs, delivering targeted instruction, and monitoring growth against standards.



Ted Wolf
Chief Financial Officer
April 21, 2025

Executive Summary

North Pike School District’s mission to “provide an excellent educational environment that enables ALL students to develop and to sustain their fullest potential” relies on the importance of understanding the needs of every student. Renaissance Learning works hard to *See Every Student* with our interconnected system of assessment, practice, and instruction products. We believe NPSD’s vision for student growth and excellence are intertwined with our mission to accelerate learning for all, and as such, we are pleased to propose product solutions that do just that.

Our Solution for North Pike School District



Star Assessments are our cloud-based suite of screening, benchmarking, and progress monitoring assessments. Star equips educators with the right tools to meet the appropriate grade-level course expectations and is aligned to the Mississippi College and Career Readiness Standards (MCCRS).

Star Reading is a K–12 computer-adaptive assessment that measures a student’s understanding of comprehension and vocabulary. Star Reading is used as an assessment for independent readers, and the average time to complete a test is 20 minutes.

Star Early Literacy (SEL) is a pre-K–3 computer-adaptive assessment that measures foundational numeracy and early literacy skills. SEL is used as an assessment for emerging readers. The average time to complete a SEL assessment is nine minutes.

Star CBM Reading is a one-minute, 1:1 administration of K–6 curriculum-based measures of crucial literacy skills. CBM assessments can be used for screening and progress monitoring.

Star Custom is a K–12 formative assessment platform that includes pre-loaded reading and math skill probes to affirm student mastery. Teachers efficiently create and administer tests and quizzes with test-creation tools and reading, math, and science items.

Star Spanish includes Star Early Literacy, Star Reading, and Star CBM Reading. These assessments give educators insight into the abilities, skills, and progress of emergent bilinguals/multilinguals, dual-language learners, and immersion students. Star Spanish is based on authentic Spanish with its own learning progression measuring the development of reading skills based on the methodologies used in building Spanish literacy.

Additional Assessments for Insights and Accurate Placement



DnA informs instruction and accelerates standards mastery with an intuitive platform that equips educators with standards-based formative assessments and a comprehensive data reporting system. Interactive reporting features provide clarity on student learning from the classroom to district level.



FastBridge streamlines academic and social-emotional behavior (SEB) screening and progress monitoring to make impactful, data driven decisions with confidence. Promote equity with customized reports that help drive instruction by targeting skill gaps, aligning the right interventions at the right time.



SAEBRS is the Social Academic Emotional Behavior Rating Scale designed for universal screening of student risk for emotional and behavioral problems. SEABRs comes at no additional cost with a subscription to either Star Comprehensive or FastBridge.



Star Phonics is our grade 1–6+ web-based set of phonics assessments covering 12 of the most critical phonics categories the District can use to screen, diagnose, and monitor student progress.



myIGDIs is our research-proven early childhood assessment that helps you quickly and accurately assess this developmental period so you can intervene and provide targeted support for success.

Individualized Skills Practice with Lalilo + Freckle for ELA



Lalilo and **Freckle for ELA's** interconnectivity fosters a seamless transition from “learning to read” to “reading to learn” with purposeful practice aligned to the Science of Reading by addressing foundational literacy skills such as phonics, sight words, fluency, and



comprehension. Freckle engages every learner with MCCRS-aligned and differentiated practice that is designed to be both teacher-led and student-paced.

Personalize Student Math Practice with Freckle for Math



Freckle for Math differentiates math skills practice for students K–Algebra II. The program allows students to work independently at their level or on assignments, while teachers can integrate lesson opportunities or assign specific practice to embed concepts. The adaptable software features targeted math skills practice, inquiry-based lessons, and math fact practice.

Increase Dynamic Reading Practice with Accelerated Reader + myON



Accelerated Reader (AR) and **myON**'s interconnectivity takes reading engagement and growth to a whole new level by combining myON's diverse digital book options with the power of AR quizzing and insights. Students will benefit from wider access to a digital library of over 8,000 books of interest that increases their motivation for reading, while interactive tools provide enhanced learning experiences. **myON News** provides daily, age-appropriate news articles that enrich content-area classes and bring more opportunities for reading into the school day.



Bring it All Together with eduCLIMBER



Bolster your multi-tiered system of support (MTSS) with **eduCLIMBER**, a real-time data management system that provides a wholistic and interactive view into student, group, grade, school, and district growth. Equip all stakeholders with real-time data that identifies student needs, tracks intervention effectiveness, and monitors school improvement practices over time to champion greater equity and student success.

These products work together to provide a flexible, custom, and multi-tiered support system for your schools to ensure all students have access to high quality, tiered support. **All Renaissance solutions align to the Mississippi College and Career Readiness Standards and are research-based, grounded in the Science of Reading, and guided by a diverse team of experts who are leaders in their fields.**

Approved in the State of Mississippi

With these products, NPSD can not only provide universal screening and progress monitoring (Star Assessments, Fastbridge, DnA), but focused and differentiated practice, intervention, and instruction based on individual student needs (Lalilo, Freckle, Nearpod and Flocabulary). Additionally, Star Reading is an approved Universal Screener and Diagnostic Assessment for the state of Mississippi, while Freckle and Lalilo both meet ESSA Level 2 requirements as evidence based academic intervention products.



Expanding our Partnership for NPSD Success

Since 1986, Renaissance has worked hard to *accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide*. We have partnered with NPSD in this mission since 2008, providing and supporting many products throughout your schools. We look forward to this opportunity to introduce new solutions that will benefit your students, teachers, and administrators. **For**

this reason, our proposal includes an overview of the products we believe will assist NPSD in achieving success for every student.

Proven Support for a Successful Launch

Your customer success manager and professional learning team will guide you through successful implementation, while our customer support team is standing by to address daily issues. Furthermore, with the purchase of Star Assessments and any of our practice products, your district will qualify for **Renaissance Next at no cost**, a cutting-edge ecosystem platform to help your teachers who have Renaissance assessment data answer the question: “What’s next?”

Your Account Manager, Hilary Norwood (hilary.norwood@renaissance.com) will be happy to answer any questions you may have to help NPSD educators *See Every Student*. For more information on this proposal, please contact Michael Hurst, Vice President of Proposal Solutions and State Partnerships, at (800) 338-4204 or proposals@renaissance.com. We look forward to working with you.

Vendor Profile

Nearly 40 Years of Excellence

When Judi Paul wanted to instill her love for books in her children, inspiration struck. One afternoon in 1984 in the basement of her central Wisconsin home, Judi began devising a system of comprehension quizzes and reward points based on classic novels. From there—as the best of ideas typically do—the program began to grow, eventually becoming Accelerated Reader and officially launched as Renaissance Learning in 1986. Today, the program features the largest database of K–12 learning analytics with students in over 22,000 US schools reading more than 231 million books during the 2023–2024 school year.

Because of her commitment to the community, Judi first implemented her invention at a local Catholic elementary school in Wisconsin Rapids. That same commitment remains integral to Renaissance Learning, the company Judi and her husband Terry founded. Today, our community has grown to include the entire United States, Canada, the United Kingdom, Australia, and other parts of the world. With over 2,200 employees, Renaissance provides assessment, digital libraries, adaptive and skills practice, and data warehousing solutions. Approximately 34 million students across more than 66,000 schools worldwide use these tools.

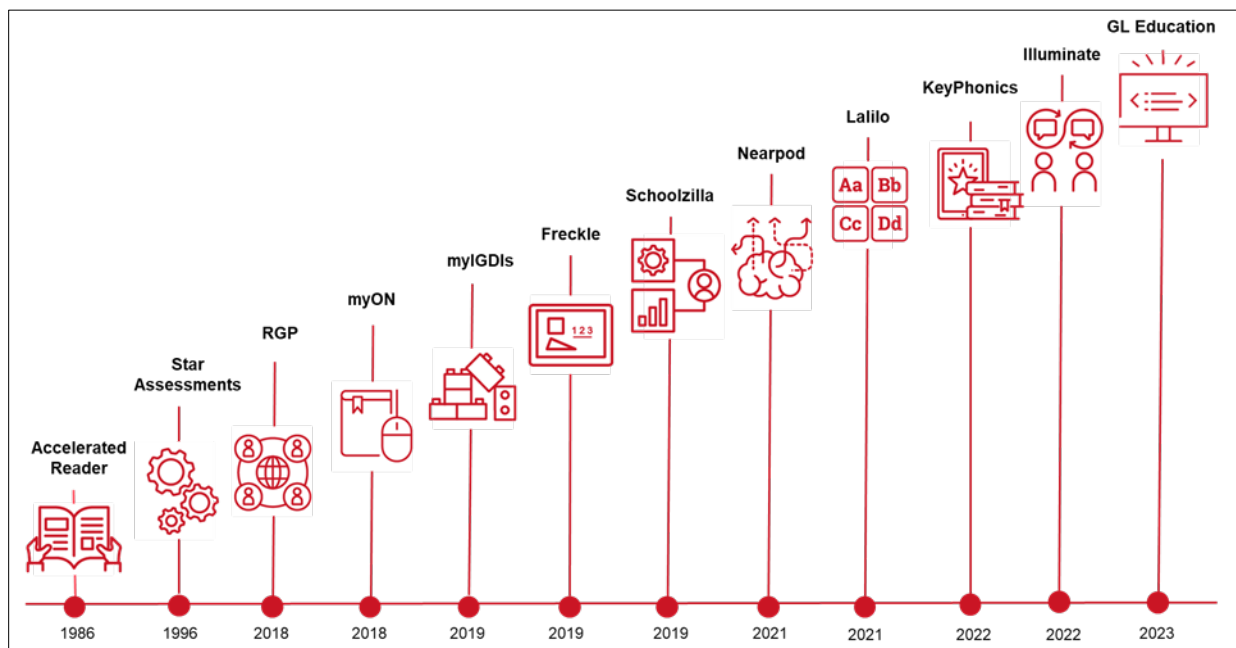


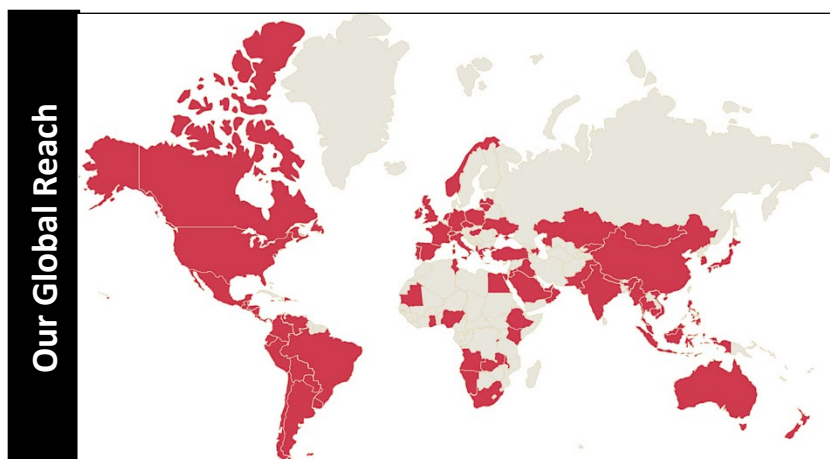
Figure 1. Company History: Various investments throughout the decades fuel Renaissance’s growth, allowing the company to develop and acquire new solutions.

We provide proven practice and progress monitoring tools, reliable and valid assessments, and comprehensive professional development solutions to more than 50% of US schools across all 50 states, plus the District of Columbia. Throughout the past three decades, we have amassed more than 2.8 billion real-world data points that show us exactly how students build skills and achieve mastery in core subjects. These data points help us continually refine and improve our solutions.

Cohesive Solutions Backed by Research

Renaissance has completed large-scale implementations since our inception in 1986, providing the background and experience to deliver services in large, urban districts and in state-level projects across the country. On a typical school day, our solutions process over 2.8 million student events, including assessments, reading practice quizzes, and other daily practice activities.

Renaissance's hosted system is scalable and has the capacity to support many additional districts, schools, and students while maintaining prompt response times and an optimum level of service for all customers, including NPSD. This means no interruptions to your students. Our data hosting provides stringent security and maintenance, ensuring that your



data remains private, secure, and accessible. Renaissance customers also have access to timely and superior technical support via chat, email, and telephone—ensuring we can work together to resolve any technical difficulties.

We employ hundreds of current and former practitioners as Renaissance Coaches and Renaissance Consultants. These individuals are teachers, curriculum experts, principals, and other educators in a variety of professional roles to support an effective implementation of Renaissance programs in classrooms and schools. Our consultants and coaches complete a rigorous certification process that includes development of product knowledge as well as adult learning and facilitation strategies.

Renaissance actively seeks input and review from content-area experts and regional education laboratories, including McREL and REL Northwest. Our experts work extensively with outside researchers, authors, academics, and other thought leaders to provide high quality, relevant educational solutions and services.

At Renaissance, we believe that review and evaluation of our products and services is essential for continuous improvement. As of January 2025, Renaissance products are supported by 567 scientific research studies and reviews. The large evidence base supporting Renaissance products includes experimental and quasi-experimental research studies—generally considered by the research community to provide the strongest evidence of effectiveness and to be consistent with the definition of scientifically based research—and includes articles published in peer-reviewed journals.

Renaissance has consistently conducted all aspects of our business with integrity. We have an outstanding reputation for delivering each customer’s selected products and services within agreed-upon timelines and within the contracted cost.

What Sets Renaissance Apart?

Two key elements set our solutions apart: a research-backed foundation and an unmatched reputation. **Let the data speak for itself.**



Approximately 50% of US Schools Trust Renaissance Solutions

US schools who use Renaissance are highly impressed with our superior customer service. Hundreds of staff members are dedicated to customer and technical support, which ensures sufficient resources are available for projects of any size. If selected, a dedicated Renaissance Implementation Coordinator will work with District personnel to assist with the setup and installation of Renaissance solutions and to define strategies to meet your implementation goals. Access to unlimited email, toll-free phone, and live chat support is available from 6:30 am to 7:00 pm Central Time, Monday through Friday.



2.8 Billion Real-World Data Points Offer Reliable, Valid, and Accurate Analytics

Having a large network of users allows our data experts to learn from over 2.8 billion real-world data points—gleaning new insights about how students learn, what’s motivating them, and the challenges they are facing. These insights not only refine whole child data but also improve our assessment and practice solutions. Throughout our 39-year history, we have invested heavily in research and gathered a significant body of knowledge to help us continue to offer reliable, valid, and accurate data and reporting platforms. Over 14% of our annual revenue is devoted to researching, developing, improving, and supporting our assessment and practice solutions.



450+ Studies and Reviews Prove Effectiveness

To date, over **450** studies and reviews support the effectiveness of Renaissance's solutions. Nearly 70% of that research has been conducted independently or externally by university researchers, research firms, or school personnel. Our extensive online research library features a searchable database of abstractors for studies involving Renaissance solutions, as well as links to full publications where available. For more information, please visit <https://research.renaissance.com>.



16.8 Million Student Users

16.8 million student users worldwide are using Renaissance educational technology. As a leader in the field, Renaissance is distinguished by our global reach, longstanding reliability, and trusted name.



Decades of National Approval and Awards

Renaissance products are decorated with some of the most competitive awards in the edtech field. The company has won awards from prestigious organizations, such as The Council of Administrators of Special Education (CASE), The Software and Information Industry Association (SIAA), Association of American Publishers (AAP), and Digital Promise Research-Based Design Certification. Some of the recognitions Renaissance Learning has received include:

- **2024 Tech and Learning Best of Show** for Accelerated Reader, DnA, eduCLIMBER, FastBridge, Flocabulary, Freckle, Lalilo, myON, Nearpod, Renaissance Fundamentals/SAEBRS, and Star Assessments
- **2024 CODie Awards** in Best Content Authoring Development or Curation Solution (Nearpod), Best Education Platform (Nearpod), Best Evidence Management Solution (eduCLIMBER), Excellence in Diversity, Equity, Inclusion in Ed Tech (Renaissance)
- **2023 Readers' Choice Award** Winner in Professional Learning Solutions

The Renaissance Ecosystem

Renaissance is committed to helping educators See Every Student by providing interconnected solutions that accurately assess learning and growth, deliver insight-driven purposeful practice and effective instruction, and take a whole child approach to data-informed decisions.

- **Accurate Assessment:** Measure student learning and inform instruction with valid and reliable data from research-based academic and non-academic assessments.
- **Purposeful Practice & Effective Instruction:** Accelerate growth and gain real-time insight into student progress with targeted, adaptive, and dynamic practice and effective, data-informed instruction.
- **Actionable Insights:** Advance student outcomes and drive decisions for schools and systems with whole child data management and analytics.

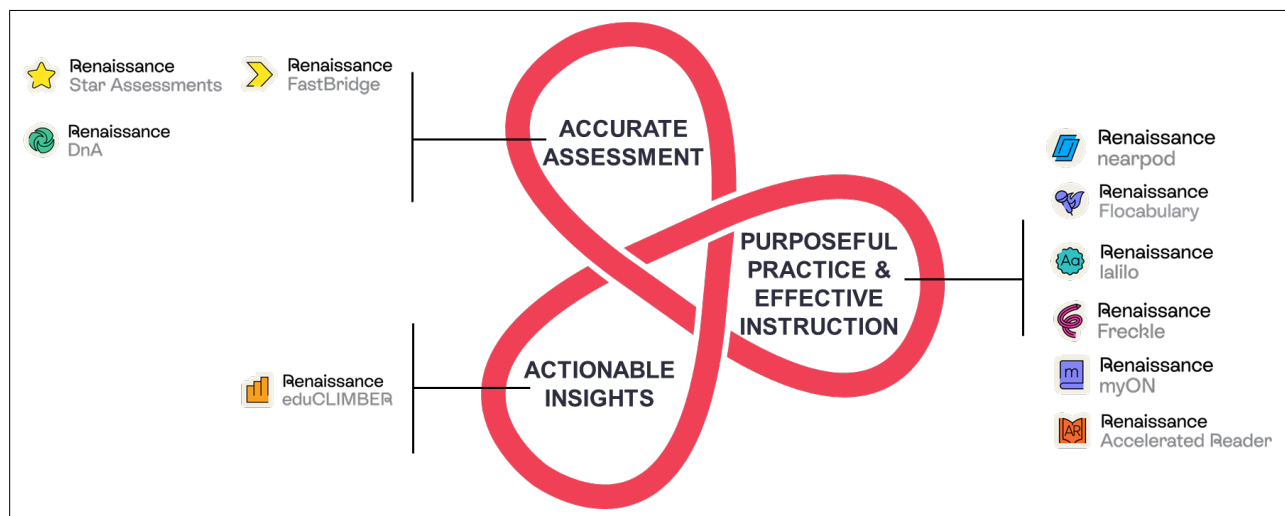


Figure 2. The Renaissance Ecosystem: Our instructional ecosystem gives teachers and administrators a clear view of their students every step of the way.

Renaissance Next: Transforming Classroom Instruction

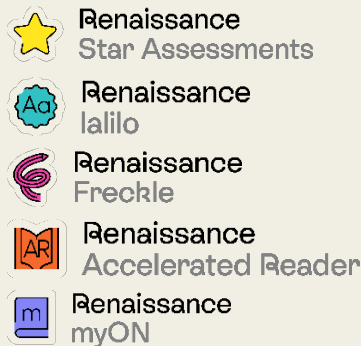
Renaissance Next connects Renaissance’s best-in-class assessment, practice, and instruction solutions to seamlessly provide an instructional hub for educators. This hub guides educators with tailored recommendations for differentiating skills-based practice and instruction for individuals, small groups, and their whole class.

Renaissance Next stands out by intertwining Renaissance products in one place. Teachers can easily search across multiple platforms for student data, assessments, and practice items, identifying skills students are ready to learn at the right time to truly differentiate their educational experience.

Renaissance Next is included at no additional cost when NPSD purchases Star Assessments with any of our practice products.

Eligibility

Renaissance Next is available at no extra cost if NPSD currently has two or more of these qualifying products:



Support High-Quality Instruction with Renaissance Next

With Renaissance Next, educators can view assessment, practice, and instructional data from across the Renaissance ecosystem on a single homepage. High-quality teacher support tools include the following features:

- **Summary:** Highlights assessment, practice, and instruction data all in one place.
- **Skills:** View skill-specific performance and groups of students that are performing similarly. Act with personalized lessons and skills practice recommendations.
- **Suggestions:** Identifies “what’s next” and provides in-the-moment actionable recommendations to make the correct instructional decisions.
- **Reports:** Search and find product-specific reports. View each one in-depth or as a summary.
- **Search:** Quickly find relevant lessons and practice activities from Renaissance products with powerful AI-enabled search.
- **Superstars:** Celebrate each student’s efforts with awards and notes of encouragement.

Web-Based ELA and Mathematics Diagnostic Instructional Program
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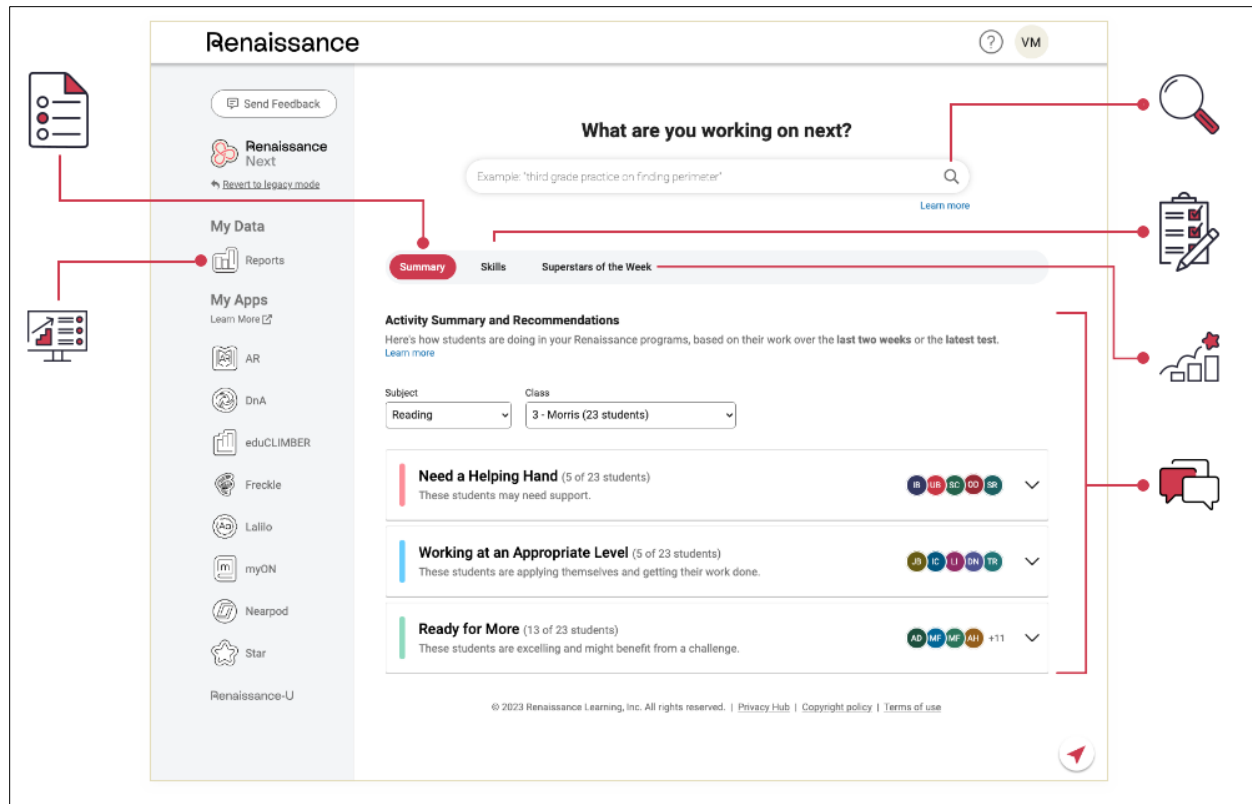


Figure 3. Gain Deeper Insights: With Renaissance Next, teachers and administrators can guide educators with tailored recommendations for differentiating skills-based practice and instruction for individuals, smalls groups, and their whole class.

Empower Teacher Decisions with Data-Driven Recommendations

Renaissance Next amplifies teachers' expertise by keeping them at the front of every instructional decision. With powerful insight-driven recommendations at their fingertips, the instructional hub personalizes learning, optimizes time, and helps educators unlock the full potential of the classroom.

Renaissance Next automates time consuming tasks, empowering educators to make informed decisions faster. Teachers can focus on insightful analysis, creating a dynamic learning environment, and fostering meaningful connections with students. By using Star Assessments and any of our practice and instruction products, NPSD educators will be able to access the transformative power of Renaissance Next, truly reinventing the way assessment and practice data work together for the benefit of every student.

Program Specifications

#	Specification	✓ Does Not Meet	✓ Meets	Points
1	Online, offline, and printed lessons, activities, and assessments designed to meet the rigor of the Mississippi College and Career-Readiness Standards (MCCRS) that target English-Language Arts instruction to the sub-skill level for grades K-3		✓	20 pts.
2	Online, offline, and printed lessons, activities, and assessments designed to meet the rigor of the Mississippi College and Career-Readiness Standards (MCCRS) that target Mathematics instruction to the sub-skill level for grades K-6		✓	20 pts.
3	Appropriate embedded scoring procedures and printable reports including student, class, school, and district-level real-time reporting		✓	10 pts.
4	Acceptable normed statistical characteristics including evidence of validity and reliability as well as appropriateness of use with all students		✓	20 pts.
5	Online, vendor-hosted, adaptable diagnostic assessment for students in grades K-8 in English-Language Arts on the Mississippi Department of Education approved list of universal screeners		✓	15 pts.
6	Online, vendor-hosted, adaptable diagnostic assessment for students in grades K-8 in Mathematics on the Mississippi Department of Education approved list of universal screeners	✓		15 pts.
7	Online customizable learning progressions for individual students, classes, and grade levels with instructional grouping capabilities		✓	10 pts.

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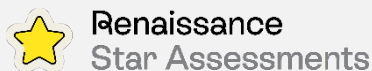
8	Automated individual learning progressions that are supported with computer-assisted instruction, which also provide and assign additional point-of-use instructional support material and activities based on skill progression		✓	20 pts.
9	Longitudinal data reports available for multiple years for individual students, instructional groups, class, school, and district levels		✓	5 pts.
10	User-friendly reporting system with easy-to-read reports with standard and flexible performance level bands		✓	5 pts.
11	Addresses the 5 components of reading at the appropriate level: comprehension, phonics, phonemic awareness, vocabulary, and fluency		✓	5 pts.
12	Addresses at least 3 components of mathematics at the appropriate level: numeracy, computation, and problem solving		✓	5 pts.
13	Addresses Response to Intervention requirements by providing online progress monitoring assessments with flexible scheduling weekly or monthly as needed		✓	10 pts.
14	Emphasis on complex, authentic texts with informational and literary texts included equally and separately		✓	5 pts.
15	Supports the eight mathematical practices with a focus on conceptual math understanding and procedural fluency		✓	5 pts.
16	Online instruction must provide the ability for teachers/administrators to customize the sequence of instruction for enrichment or remediation across grade levels		✓	10 pts.

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17	Offline, printed accessibility to paper/pencil teacher and student supplemental resources aligned to the MCCRS for Mathematics and English Language Arts across grade levels		✓	10 pts.
18	Online accessibility to printable teacher and student resources aligned to MCCRS for Mathematics and English Language Arts across grade levels		✓	10 pts.
19	Compatible with Chrome OS 64 or greater; iOS 11.3 or greater, MAC OS 10 or greater, and Windows 10 or greater		✓	10 pts.
20	Data must be protected under Student Confidentiality and Privacy Rights		✓	10 pts.
21	API with automated data sync daily or with custom scheduling with Student Information System		✓	10 pts.
22	Provides unlimited customer service and technology support at no cost		✓	10 pts.
23	Vendor must provide onsite professional development and ongoing support for teachers and administrators to assist with fidelity of implementation		✓	10 pts.

Product Information

Star Assessments: Gain Powerful Assessment Data



Support all pre-K–12 students’ learning journeys with research-backed, valid, reliable, and trusted assessments.

All Star Assessments are aligned to Mississippi College and Career Readiness Standards. Alignment reports are available upon request.

Star Assessments’ computer-adaptive tests (CATs) and curriculum-based measures (CBMs) give teachers meaningful assessment data that drives instruction and practice in English and Spanish. Star Assessments are standards-aligned tools with a heavy research basis and are psychometrically sound.

Star is also highly rated as both a screening and progress monitoring tool to help educators identify and prioritize student need, drive appropriate instruction, set realistic goals, and track progress throughout the year, ensuring all students are on the right path toward future success.

Effective Assessment System

Star CATs show progress by assessing multiple domains while adapting to students’ abilities. Star CBMs are one-minute measures providing indicators for additional testing or intervention. With Star Assessments, educators gain access to a full suite of powerful screening, appraisal, and progress monitoring tool.

Screening

Educators can use Star computer-adaptive assessments for universal screening 3–5 times per year (fall, winter, and spring) with additional windows as needed. Universal screening helps educators plan and deliver the most appropriate instruction by giving them reliable data and information about each student.

Appraisal

Because educators can administer Star assessments throughout the year, the results provide in-depth information on students’ strengths, weaknesses, and intervention needs. Immediately after students test, teachers can access assessment information through the Diagnostic Report, which provides a holistic view of the student by gathering their scaled scores, domain scores, percentile ranks, grade equivalents, zone of proximal development, and more.

Progress Monitoring

Once educators identify students in need of intervention, they can also use Star CATs or Star CBMs to set and track student progress toward individual goals up to weekly. The *Manage Goals* tool empowers teachers enter individualized goals so reports present Star assessment results in terms of those goals. The Student Progress Monitoring Report then displays the data in an easy-to-read format. This report helps teachers determine if a student is responding to an intervention and monitor their progress toward meeting proficiency on state assessments.

Star Reading and Star Math Proven to Predict Performance on MAAP Tests

Star Reading and Star Math are accurate predictors of the Mississippi Academic Assessment Program (MAAP) Tests. As Mississippi educators, you can use Star scores to:

- Identify students likely to miss reading and math yearly progress goals early in the year in time to make meaningful adjustments to instruction well before the year-end test.
- Forecast the percentage of students at each MAAP performance level to serve as an early warning system for building and district administrators and allow redirection of resources as needed.

Please see the included technical paper titled, “Relating Star Reading and Star Math to the Mississippi Academic Assessment (MAAP) Tests” for more details.

Learning Progressions: Supporting Targeted Assessment and Tailored Instruction

Learning Progressions (and their companion Spanish progressions [La Progresión de lectura]) are the backbone of the Star Assessments. When a Mississippi student takes a Star CAT, the items are calibrated to determine skill difficulty, tagged with specific alignment to the MCCRS, and presented in an empirically validated teachable order within the context of those standards. Renaissance’s learning progressions are a coherent mapping of skills—including prerequisite skills—to help teachers quickly identify and address gaps in learning.

Assessment data maps students to the Mississippi Learning Progressions to provide teachers with actionable insight into the skills students need to reach grade-level proficiency and recommended resources to address and practice those skills.

In essence, the learning progression is a coherent and continuous pathway on which students move incrementally through levels of increasing competence as they complete Star assessments. Each level builds on and integrates the previous one, as students accumulate expertise with each successive step in the progression. The result of this process is that learning is not conceived of as a series of discrete,

disparate chunks, but as a connected, integrated framework of understandings and skills. Such a framework enables students to apply what they have learned in novel situations, as well as to acquire related new learning more quickly.

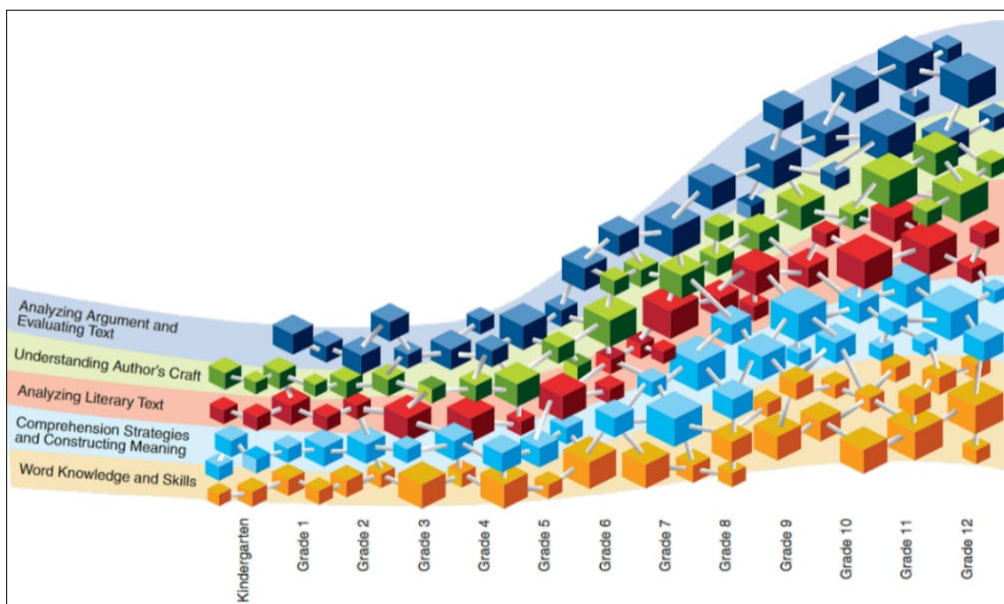


Figure 4. Reading Learning Progression Is Non-Linear: Star Assessment Suite CAT reporting correlates student's scores with the skills they are ready to learn.

Based on the item's position on the learning progression for reading or math, Star CAT data indicates the student is ready to learn the skills presented on the test.

With dedicated experts who continue to refine the development of learning progressions, Renaissance ensures the components, rationale, and implementation of learning progressions remain precise. Supported by a research-backed approach to development, Renaissance has developed learning progression in English and Spanish for every state in the US, Washington DC, and Puerto Rico.

Reports and Monitoring

Star assessments provide detailed, immediate reports that give teachers the crucial data to inform next steps for their students. With powerful reporting based on MCCRS, Star assessments can provide predictive analytics on students' performance on the MAAP. Star facilitates communication between educators and families with clear, immediate results that show a student's performance.

Star data is available for individual students, and at classroom, school-, and district-levels. The tables below provide a quick overview of the reports available following the assessment. The table describes the available reports and provides a link to more information and example reports.

Table 1. Star Screening and Instructional Planning Reports

Star Report Name and Link	Report Description	Question This Report Helps Answer
Star Screening Report	Graphically represents student placement above and below benchmark, based on Star Early Literacy and Star Reading scores.	Which students are reaching benchmark, and which may need additional support or intervention?
Star Record Book	Provides assessment scores for Star Early Literacy, Star Reading, and Star CBM Reading helps teachers create instructional groups.	How do your teachers differentiate instruction based on what each student needs?
Instructional Planning – Student	Provides recommended skills for individualized instruction based on a student’s most recent Star Early Literacy or Star Reading assessment.	How do teachers know which skills students are ready to work on?
Instructional Planning – Class	Provides recommended skills for a group or class based on the group/class median scaled score on Star Early Literacy and Star Reading.	How do teachers know which skills a group/class is ready to work on?
Star CBM Data Insights	Star CBM Data Insights page provides the following for Star CBM Reading, Star CBM Lectura, and Star CBM Math (depending on your license for each product): Screening Rate, Participation Rate, Proficiency Rate, % Moving Up, % at Risk Overall.	How are students performing against benchmarks? Are my students being screened? How many students were assessed on at least one measure? Are my interventions working? How many students are below the 20th percentile based on their composite score?

Star Report Name and Link	Report Description	Question This Report Helps Answer
Star CBM Student Measure Chart	The Measure Chart provides information on student Star CBM assessments for a specific measure during this school year.	How are students performing on individual measures?

Table 2. Star Growth and Progress Reports

Star Report Name and Link	Report Description	Question This Report Helps Answer
Star Growth Report	Details growth for a group of students over time, with emphasis on Student Growth Percentile (SGP).	Are you confident that your students are growing enough?
Growth Proficiency Chart	Provides multi-level (district, school, classroom, student) interactive view of growth and proficiency in one visual.	How are schools, classes, and students are performing based on the current Student Growth Percentile (SGP) ?
Star Student Progress Monitoring Report	Graphically shows an individual student progress towards Star goals.	Are your students on the right path to reach their goals? How well are they responding to the intervention?
Star CBM Goal Setting	In Star CBM, goals help you monitor a student's progress toward a desired outcome over time. You can set a student goal for any measure that you have administered to the student at least once; students can have one current goal for each measure.	How are students progressing towards specific goals?
Star Annual Progress Report	Graphically shows student progress over a school year.	How are your students growing over the school year?

Table 3. Star State Performance and Mastery Reports

Star Report Name and Link	Report Description	Question This Report Helps Answer
Star State Performance Report (available for student and class)	Graphically depicts student or class pathway to proficiency on the state summative test based on a students' Star Reading assessments.	Are your students/class on track to meeting proficiency on your state summative assessment?
State Standards Mastery – Class	Summarizes student mastery of state standards.	How well are your students performing toward mastery of grade-level standards?
Monitor Student Mastery	Summarizes student mastery of domains, standards, skill, and sub-skills based on data from Star tests.	Are you confident that your students are ready to move forward and tackle more difficult skills/concepts?
Star Diagnostic Report	Displays individual student scores and test time from a single test.	How has your student(s) performed on a single Star assessment? Did the student rush through the test?
Star ACT®/SAT® Readiness Report	Uses students' Star Reading and Star Math test scores to determine their readiness for the ACT® and/or SAT® tests, presenting this information in a graphical format.	How can I understand my students' predicted performance and readiness for college entrance exams based on their current Star scores?

Table 4. Star Test Status and Results Reports

Star Report Name and Link	Report Description	Question This Report Helps Answer
Completed Star Test Activity Report	Provides information on students who have and have not tested during a specific date.	Have all my students tested? Did my student start a test and not finish?
Star Summary Report	Lists scores for a group within a specific date range.	How can I get a general overview of student performance for my entire class?

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Table 5. Star Administrator Reports

Star Report Name and Link	Report Description	Question This Report Helps Answer
Consolidated Progress Report	Compares student achievement in one or two products over time.	How are students performing throughout the school year?
Consolidated Ranking Report	Details how students in each group performed on selected assessments in the reporting periods selected and ranks scores.	Are students attaining skills mastery during testing windows to meet end of year expectations?
Consolidated Status Report	Details how students in each group performed on selected assessments in the reporting periods selected.	Are students attaining skills mastery during testing windows to meet end of year expectations?
Consolidated Implementation Status Report	Provides the results of student literacy skills practice for one reporting period.	Are students keeping pace on mastering literacy skills?
Consolidated Assessment Proficiency Report	Provides statistics on the number and percentage of students who did and did not participate in each test and the number who are proficient based on the value selected.	Are students demonstrating the proficiency necessary to perform well on state tests?
Consolidated State Performance Report	Provides results of Star Reading and Star Math assessments to determine the student performance outlook on state tests.	How well will students perform on state tests?
Consolidated Summary Report	Summarizes scores for one Renaissance Star product.	How are students performing on their Star Reading and Star Math Assessments?

Star Report Name and Link	Report Description	Question This Report Helps Answer
Consolidated School-to-Home Report	Summarizes one student's work in all Renaissance programs in a report that can be shared with family.	Do students need additional support outside of school? Additionally, how is my child doing in school?
Longitudinal Report	Details growth over multiple years.	How are students progressing across school years?
State Standards Mastery—District/School Report	Estimates mastery on state standards at the district or school level	How are students performing in relation to state standards?

Table 6. Star Family and Parent Reports

Star Report Name and Link	Report Description	Question This Report Helps Answer
Star Parent Report	Provides printable informational letter for parents or guardians, available in English and Spanish.	Are parents informed about their child's performance and progress?
Star CBM Caregiver Report	Gives educators and schools a way to communicate with students' caregivers about their child's performance on Star CBM or Star CBM Lectura assessments. Available in English and Spanish.	Will students need additional supports at home?
Star Student Report	Provides printable information for students about their scaled score, reading or math proficiency, growth percentile, test scores, and domain scores. Available in English and Spanish.	Do students know where they are performing in relation to where they need to be? Do students understand the meaning of their scores?
Home Connect Send Home Letter	Provides information parents can use to access Home Connect and view their children's progress.	Do parents know how to access and view their child's progress?

Star Phonics: In-Depth Phonics Assessment



Accurate insights from Star Phonics empower teachers to advance instruction and help students become strong, confident readers.

Star Phonics is aligned to Mississippi College and Career Readiness Standards. Alignment reports are available upon request.

Grounded in the Science of Reading, Star Phonics includes both a screener and diagnostic tests to complement your universal screener, providing in-depth critical insights into student acquisition of phonics skills in grades 1–6+. It is customizable to any curriculum’s scope and sequence that follows a consistent teaching progression of phonics skills at each grade level and can be administered remotely or in person using desktops, laptops, or tablets.

Star Phonics covers 12 of the most critical phonics categories and 102 specific target skills, identifying which phonics categories students are struggling with and which they have mastered. This helps educators know what to teach students so they can become strong, confident readers.

With Star Phonics screening and diagnostic tools, teachers know precisely where to intervene and what to teach for individual, small group, and whole class instruction. Administered remotely or in person in just a few minutes, educators can instantly review data on easy-to-read reports at the student, class, and grade level—by district or building—to see patterns of errors and advance phonics skills according to how they teach phonics.

Reporting

Via a robust suite of phonics screening and diagnostic reports, Star Phonics provides educators with critical answers to important questions about district, grade, class, and student phonics performance. The phonics screener reports can be aligned to the scope and sequence of most district’s phonics curriculum, so educators know how student performance aligns with expectations across the district at each grade level at the time of the screening.

Table 7. Star Phonics Reports and Descriptions

Star Phonics Report Name	Report Description
District Level Screener Grade Bar Graph Report	Allows educators and school leaders to zoom out and analyze phonics mastery and progress across the year for a grade level. The phonics categories are organized as Taught, Being Taught, and Not Taught according to each district's selected scope and sequence.
Screener Classroom Matrix Report	Aggregates the screening results of an entire class into one report and orders the students from highest to lowest performance to help educators group students for instruction with ease.
Screener Student Bar Graph Report	Educators can view a Screener Bar Graph report at the student level for an overview of student performance on the 12 phonics categories
Screener Student Tile Report	Allows educators to see exactly which words a student missed
Screener Student Diagnostic Recommendation Report	Automatically recommends a diagnostic assessment be given for any phonics category that has a score less than three and has already been taught. Diagnostics can also be added or removed at the teacher's discretion
Diagnostic Student Instructional Recommendations Report	Provides a quick and easy-to-read overview of student results on a specific diagnostic by summarizing the data and suggesting which skills the student needs further instruction

myIGDIs: Research-Proven Preschool Assessment



Put every child on the path to kindergarten readiness with research-based indicators for early literacy, numeracy, and social-emotional development.

The myIGDIs assessments are offered in two different formats: a paper version for all pre-K students and an iPad version for ages four and up. The paper format is fixed—each child sees the same items for a given measure in each season with forms becoming progressively more difficult in subsequent seasons. The iPad version is a computer-adaptive test; the assessment adapts to the child's ability, based on their responses, and each child is assessed with items selected based on that child's level of performance (as a result, different students see different items). This dynamic approach allows the iPad version to be used for progress monitoring or assessing changes in an individual child's performance over shorter intervals of time.

Both paper and iPad versions of myIGDIs measures are designed to be used as universal screeners. The paper version includes three seasonal bundles with four sample items and 15 test items in each bundle. Items are designed to be administered in the same, standardized order each time. The iPad version takes advantage of its larger item bank and adaptive item selection to "tailor" a series of 15 items to the expected, and then the actual, skill of a child at any time of assessment.

A child's performance on screening measures—whether with paper or iPad versions—is compared to empirically determined benchmarks. These benchmarks permit easy identification of students who are making adequate progress toward important end-of-year goals and identifies those who may require some additional or different intervention to reach those goals. Similarly, standards for expected growth are available for analysis of iPad progress monitoring results. Further, both paper and iPad versions yield an IGD Scale Score that reflects the child's current level of performance. This score can be used to directly evaluate a child's growth.

Each measure begins with sample items shown to the student and a prompt for the teacher to read exactly as written. Once the child has demonstrated that he/she can perform the task, the teacher presents each item to the child, one at a time. When using the paper method, the correct response is printed on the back of the card. When using the iPad method, the correct response appears on the teacher screen. There may be more than one correct response, but the correct responses are always printed on the back of the card or provided on the teacher iPad screen.

After scores are recorded, the software will display the Student Report, below, which provides details on what measures have been administered, the student's scores, and other valuable information. The score will appear with a number and a color.

The Student Report tells the teacher quickly how a student scored in each measure.

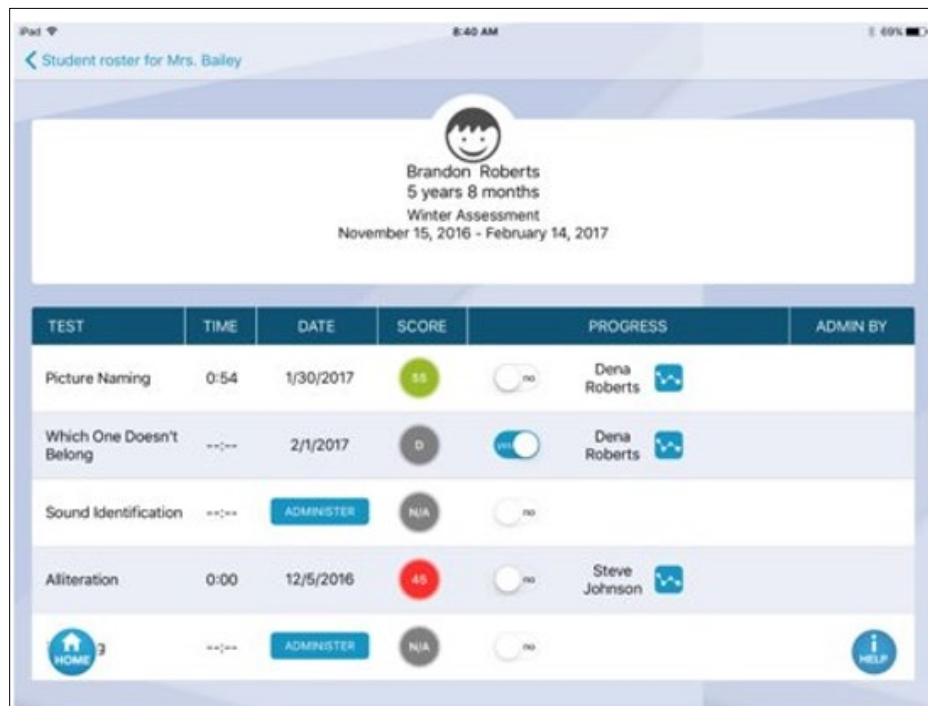


Figure 5. The Student Report: The Student Report tells the teacher quickly how a student scored in each measure.

The software generates a letter for families to describe the myIGDIs process.

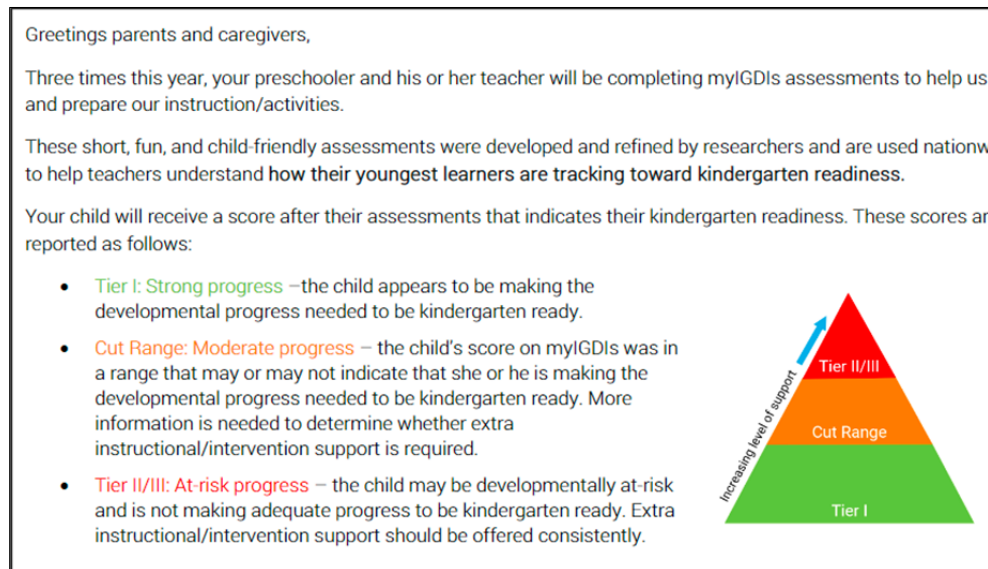


Figure 6. Letter to Parents: Software generated letters help walk guardians through myIGDIs process.

Teachers and administrators are provided clear instructions in the training sessions; extensive training materials and instruction manuals are also available via the website:

<https://myigdishelp.renaissance.com/hc/en-us>.

Intervention and Progress Monitoring

When used as part of a Response to Intervention or Multi-tiered System of Support framework (RTI/MTSS), myIGDIs is designed to inform decisions about whether children are demonstrating adequate levels of performance given the general level of instruction or if their performance indicates a need for more intense levels of instruction.

The myIGDIs solution provides empirically derived development assessment benchmarks to help teachers determine how their students are performing as compared to their peers in that season against seasonal “milestones.” These scores fall within one of three categories:

- **Tier 1. Strong Progress:** Scores in this range indicate with confidence that the child is making adequate progress with the instruction or intervention currently provided.
- **Cut Range:** More information needed. Scores in this range indicate that more information is needed— teacher judgement as well as other direct or indirect assessments—to determine the most appropriate level of intervention, and tier status, for the child.
- **Tier 2 or 3. At-Risk:** Scores in this range indicate with confidence that the child is not making necessary progress and will benefit from further instructional or intervention support. Other information and teacher judgment will help determine whether Tier 2 or Tier 3 services are most appropriate.

myIGDIs is designed to be administered to all students during three universal screening windows throughout the year: Fall (August 15–November 14), Winter (November 15–February 14), and Spring (February 15–May 14). If applicable for local needs, students also may be tested during a Summer (May 15–August 14) window. myIGDIs Early Literacy may also be used to administer as frequently as every three weeks to support progress monitoring for students in a multi-tiered system of supports (MTSS).

It is recommended that progress monitoring be done every three weeks; the teacher receives a reminder when it is time for the next progress monitoring measure. The chart will only appear after at least one screening and two progress monitoring sessions have been completed. The progress monitoring report allows the user to see progress monitoring test dates and data from a specific measure.

Access Scoring and Reporting to Inform Instructional Decisions

When using the paper-based assessment, teachers score students using a laminated scoring table included in each myIGDIs classroom kit. This allows them to keep track of correct and incorrect responses during administration. When using the iPad version, responses are collected as administration continues; scores are automatically calculated and immediately reported to the teacher.

Each assessment produces two useful scores. First, a scale score compares performance across time; as scale scores within any measure rise, teachers know a child’s development is improving. Second, for each season these scale scores are compared to empirical standards or benchmarks to yield a “tier assignment” used in RTI or MTSS.

The web-based myIGDIs Data System is accessible from any device via an internet connection. It is multi-browser and mobile device compatible including Chrome, Firefox, Safari, and Internet Explorer (updated versions). It reports district-, school-, class-, and student-level data and includes easy-to-read reports for use by administrators, teachers, and parents.

District-Level Data

District-level data helps analyze best practices across each of the district’s buildings. In the district-level data report:

- Purple bars represent the number of students not yet screened for this assessment window
- Green bars indicate the number of students who have achieved benchmark scores for this assessment window (the Tier 1 instruction benchmark)
- Orange bars represent the number of students who are struggling with core classroom instruction and are at risk of falling behind in kindergarten readiness
- Red bars show the number of students who are in need of Tier 2/3 interventions to support their core classroom instruction and increase their steps toward being ready for kindergarten instruction.

The gray bar represents students who could not begin the measure after attempting the practice items; these students do not receive a score of zero but are marked as N/A. While following directions is not an early literacy benchmark, feedback from early childhood educators shows that this is a significant cognitive growth step for children. As a result, the N/A places students in the gray area – with the intention that they will move out of the gray and into one of the other benchmark bands by being ready to participate during the next window.

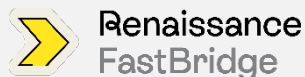
Classroom-Level Data

The classroom level report shows the names of the students in the classroom and the overall seasonal screening assessment scores for the class. In the report, teachers can click on a numbered bar to see the names of the students who are in that particular band of benchmark scores. From here, the data system can automatically group these students for the teacher based on their scores.

Student-Level Data

At the student level, the myIGDIs data system provides a snapshot summary of each student's scale score and tier assignment for each season. myIGDIs data system reports are available in a printable, parent-friendly format. Progress monitoring data with dates/scores for each student and whether the student is effectively making steps toward the benchmark scores can also be viewed by clicking on the blue plus sign shown at the left of the page.

FastBridge: Assessments for Reading, Math, and SEL



Accelerate learning with K–12 screening and progress monitoring assessments for academics and social-emotional behavior with intervention recommendations.

FastBridge provides K–12 screening and progress monitoring assessments for academic and social-emotional behavior, along with intervention recommendations. Due to its powerful, prescriptive, and research-based recommendations, FastBridge is ideal for Tiers 2 and 3 interventions. Using discovery questions to identify challenges and the Screening to Intervention (S2i) report to recommend academic interventions, FastBridge offers targeted solutions to assess early literacy, reading, math, and SEB in one platform and measures risk levels through benchmarking and robust reporting features. FASTtrack Reading and Math provide a direct, transparent route to assessing students quickly and efficiently while certification courses and FASTflix offer online interactive videos designed to deepen school teams' knowledge of FastBridge.

FastBridge assessments were developed by researchers at universities from around the country, which include the Universities of Minnesota, Georgia, Syracuse, East Carolina, Buffalo, Temple, and Missouri. The purpose of this work was to fill the gap between Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) frameworks for assessments which are grounded in learning theory and scientifically validated. FastBridge has become distinguished among MTSS systems as a comprehensive, easy-to-use, and well-supported system.

Comprehensive MTSS Solution: A Holistic Approach

FastBridge combines computer-adaptive tests (CATs) with curriculum-based measures (CBMs) to create an assessment system of universal screening and progress monitoring in math, reading, and socio-emotional behavior. FastBridge provides embedded academic and SEB Tier 2 and 3 intervention strategies based on student results and data. Educators can also add local interventions to tightly align to their MTSS implementation and use platform-provided checklists.

A Mississippi Approved Dyslexia Screener

Educators need the right data about students' early reading skills to identify if they are exhibiting deficits associated with dyslexia. With FastBridge's dyslexia screening, progress monitoring, and aligned interventions, students can make significant reading improvements. Requiring only five minutes to administer, FastBridge saves you time while allowing room for more instructional time.

MS Code § 37-173-15 mandates that each local school district screen students for dyslexia in the spring of kindergarten and the fall of first grade using a State Board of Education approved screener. The screener must contain the following components: phonological awareness, phonemic awareness, alphabet knowledge, decoding skills, encoding skills, and rapid naming. FastBridge uses these components to deliver valid results within minutes.

Social Academic Emotional Behavior Rating Scale (SAEBRS) for Teachers

The Social Academic Emotional Behavior Rating Scale—SAEBRS—is designed for universal screening of student risk for emotional and behavioral problems. SAEBS is a brief and contextually relevant screener for K–12 students. The assessment can identify students who are at risk for general, social, academic, and emotional behaviors at least three times a year. By evaluating in which of the three specific domains a student is at risk, educators may determine what type of supports are most appropriate and which problem behaviors they should prioritize through intervention.

mySAEBRS for Students

mySAEBRS was developed as a companion to the teacher SAEBS scale for universal screening. The brief K–12 assessment is a contextually relevant self-rating of student risk for emotional and behavioral problems. The universal screener includes multiple items, each of which relates to a broad factor—General Behavior—and three narrow factors: Social Behavior, Academic Behavior, and Emotional Behavior. Students complete the assessment on a computer in approximately 5-10 minutes. mySAEBRS data is useful in program evaluation and in determining how to best support students across multiple tiers of social-emotional learning (SEL) needs.

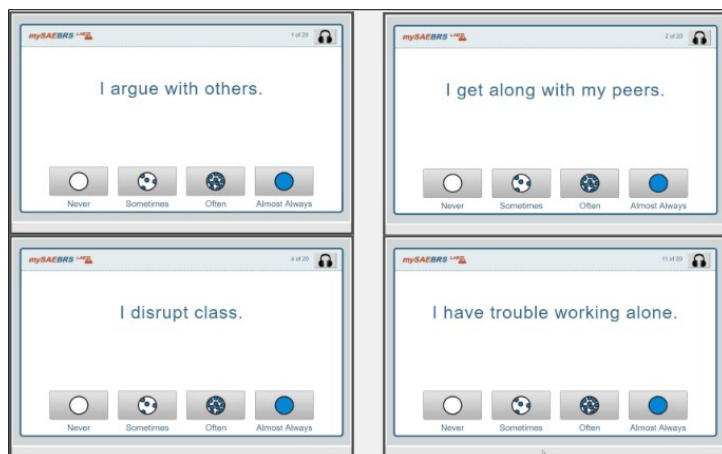


Figure 7. mySAEBRS: Students can assess themselves on their social, academic, and emotional behaviors.

Comprehensive FastBridge Reporting Suite

FastBridge includes multiple reports to provide educators with the information they need regarding performance and assessment context to help them analyze potential needs and identify next steps. Identifying the correct next steps requires fast, accurate, and reliable data to assess class, small group, and student performance. FastBridge provides the universal screening, diagnostic reporting, and progress monitoring data required to make decisions through a variety of reporting options.

The following table depicts the FastBridge reports educators can generate, all of which are available for English and Spanish assessments. Click the embedded links to view more information about each FastBridge Report.

Table 8. FastBridge Reports and Descriptions

FastBridge Report Name and Link	Report Description	Questions Addressed
Group Screening Report	Individual student scores with benchmarks and/or norms displayed	What percentage of my students are on track or at risk for learning difficulties? Which students have scores indicating risk?
Screening to Intervention Report	Class, grade-wide, individual student instructional recommendations	What instructional focus is recommended for the whole class? What interventions and progress measures are recommended for individual students?
Group Growth Report	Score changes for individual students over a selected interval with growth percentiles	How much growth did all the students in my class make? Which students made limited growth and need intensified instruction?
Individual Benchmark Report	Graph depicting a student's screening scores over one or more school years with risk indicators and percentile rankings included	Has this student's performance level changed over screening periods within or between school years?
Family Report	Summary of a student's scores on all reading screening assessments conducted	How is my child performing in reading compared with typical expectations of students in the same grade?

Progress Monitoring Report	A graph depicting a student's progress toward a specific goal accompanied by details of errors made	How has this student made progress towards the goal?
Student At-A-Glance Report	Summary of all FastBridge scores for one student over time, including both screening and progress data	How has this student performed on all FastBridge assessments over time?

Using s2i Reports to Guide Targeted Reading and Math Interventions

The Screening to Intervention Report for Reading (s2i-R) and the Screening to Intervention Report for Math (s2i-M) guide educators in selecting interventions that directly relate to the identified skills gaps. The s2i reports include information designed to help teachers plan whole-class and small-group instruction.

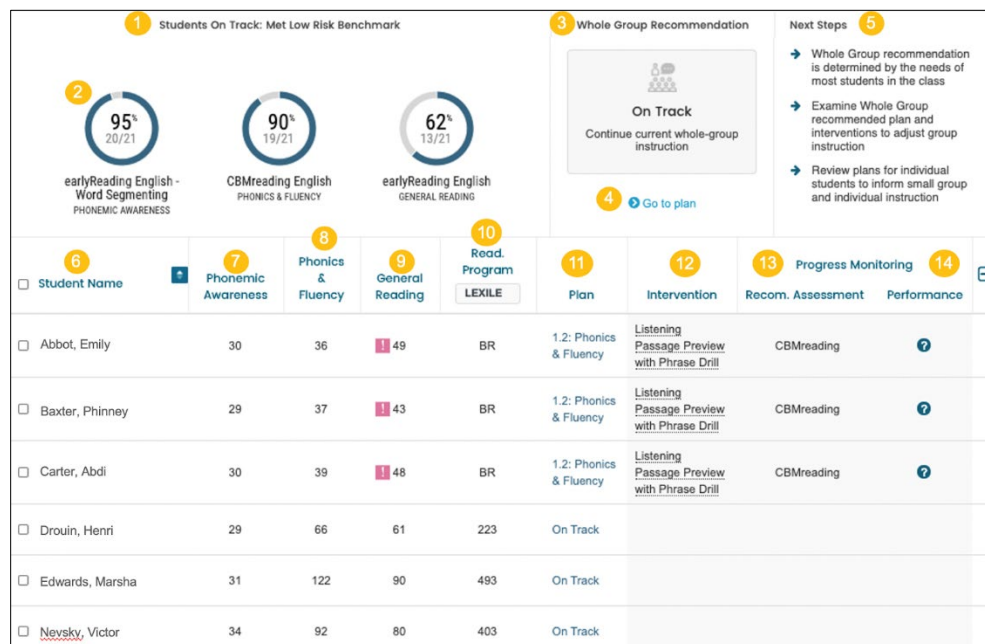


Figure 8. Student Literacy Performance Dashboard: The s2i-R report displays student reading metrics with color-coded percentile scores, providing teachers with whole-group recommendations and individualized intervention plans based on specific skill areas.

Depending on how the report is generated, the whole-class recommendation shows the area of reading or math in which the entire grade level or class needs instruction. When the grade-wide or class-wide data indicates the current instruction is working, the recommendation will be “on-track,” and the teacher should continue with the scheduled lessons.

DnA: Create Standards-Based Assessments



Renaissance
DnA

Inform instruction and accelerate standards mastery with a standards-based assessment creation and administration solution providing instant scoring, formative feedback, and interactive reporting.

DnA's Inspect Item Bank is aligned to Mississippi College and Career Readiness Standards. Alignment reports are available upon request.

DnA is a K–12 standards-based assessment creation and administration platform providing instant scoring, formative feedback, and interactive reporting. Teachers can use DnA's high-quality, standards-based content to build assessments tightly aligned to their scope and sequence—or customize DnA's prebuilt assessments—for information-rich data on student learning. Pre-built reports give instant visibility into standards mastery, and custom reporting offers a holistic view of performance across assessments. DnA also offers built-in distractor rationales to guide in-the-moment feedback, content authoring, and live proctoring to form a complete solution that accelerates standards mastery.

State-Aligned Learning Materials

DnA includes our Inspect Premium Item Bank, which is tightly aligned to the MCCRS. Our content team has analyzed the expectations and guidance from high-stakes assessments to ensure that Mississippi's collection of 70,000+ state-aligned items fully assess the standards' breadth and depth.

DnA formative assessments include comprehensive assessments, interims, and on-the-fly quizzes. Test items come from our expansive Inspect Item Bank, with high-quality learning materials that bring consistency to instructional vision and academic planning.

On The Fly Assessments

These are usually formative assessments or assessments you plan to align to standards at a later point in time. Teachers can create these as a quick check of how students received the lesson.

Flex Assessments

These provide your teachers with the choice to administer both online and paper-based assessments using pre-created materials via PDF. During online administration, students can see the test alongside their response options for a seamless experience.

Skills Assessments

Skills Assessments are an easy way for teachers to assess students' recognition of numbers, short words, letters, and more. A teacher sets up a series of questions and then assesses the student and records the results in real-time within DnA.

Item Bank Standards-Based Assessments

Teachers can create standards-based assessments by using the Item bank module. Standards assessments allow you to build your own test by selecting specific items aligned to the TAS they wish to measure.

DnA is a powerful tool for identifying gaps in student knowledge, supporting the formative process. The data from DnA empowers teachers to take quick action in the classroom when students are showing math and reading difficulties.

Supporting Differentiated Instruction in RTI/MTSS Frameworks

Differentiation is critical to an RTI or MTSS framework. To effectively differentiate—particularly for students in Tiers 2 and 3 of instruction—real-time data of student mastery via formative assessment is crucial to ensuring every moment in an intervention is a moment well spent.

DnA assessments—populated with Inspect items—include answer choice rationales that describe student errors. Rationales support educators’ formative strategies by providing insight into the reasons why students don’t understand a concept or procedure. Information about not only correct answers but also the misconceptions that make up specific incorrect answers gives teachers information they can use to guide the next steps in instruction. DnA further stands apart from competitors with exclusive features including live proctoring capabilities and distractor rationales that enhance assessment value.

Reporting

The DnA platform provides more than 30 user-friendly prebuilt reports for teachers, administrators, and parents. Pre-built reports are easy to use and allow you to drill to the student level for pertinent data. In addition, you can share reports or export them to PDF, CSV, XLSX, or directly to a printer.

Pre-Built Reports Offer Quick Data Analysis

DnA's pre-defined reports support a host of analysis needs (to raise achievement) and communication needs (e.g., parent letters, student letters, etc.). DnA gives Mississippi educators a straightforward interface anyone can use to run pre-defined reports.

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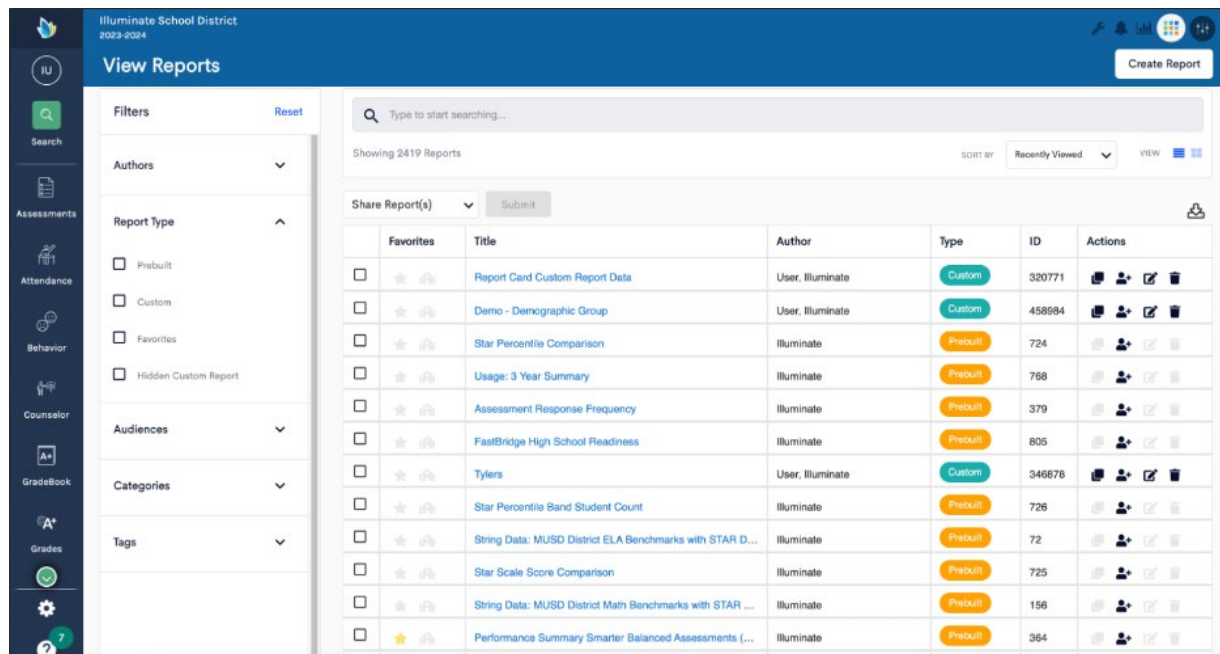


Figure 9. Demographic Reporting and Analysis: The reporting dashboard enables educators to filter student data by subgroups while offering custom reporting options for tracking multiple academic measures.

Customized Reporting with Ad Hoc Reports

DnA is flexible and powerful enough for users to build ad hoc reports that are not possible—or too cumbersome—in other systems. These reports can include any data created or loaded into the system, including demographic data. Educators can filter, group datasets, run averages, sums, counts, drag-and-drop columns, change the way text or numbers display, add graphs (line graphs, bar graphs, pie charts, column graphs, motion graphs), and more with the dynamic report options.

Student and Parent Communication

DnA includes a portal, which enables you to generate and push parent and student messaging, link to curriculum resources for school-home connection, and manage settings for parent and student communications. Student performance can be monitored by students and families through the portal. DnA also has a Parent Letter report and a Family Report. Teachers can produce the report in English or Spanish as shown on the following page.

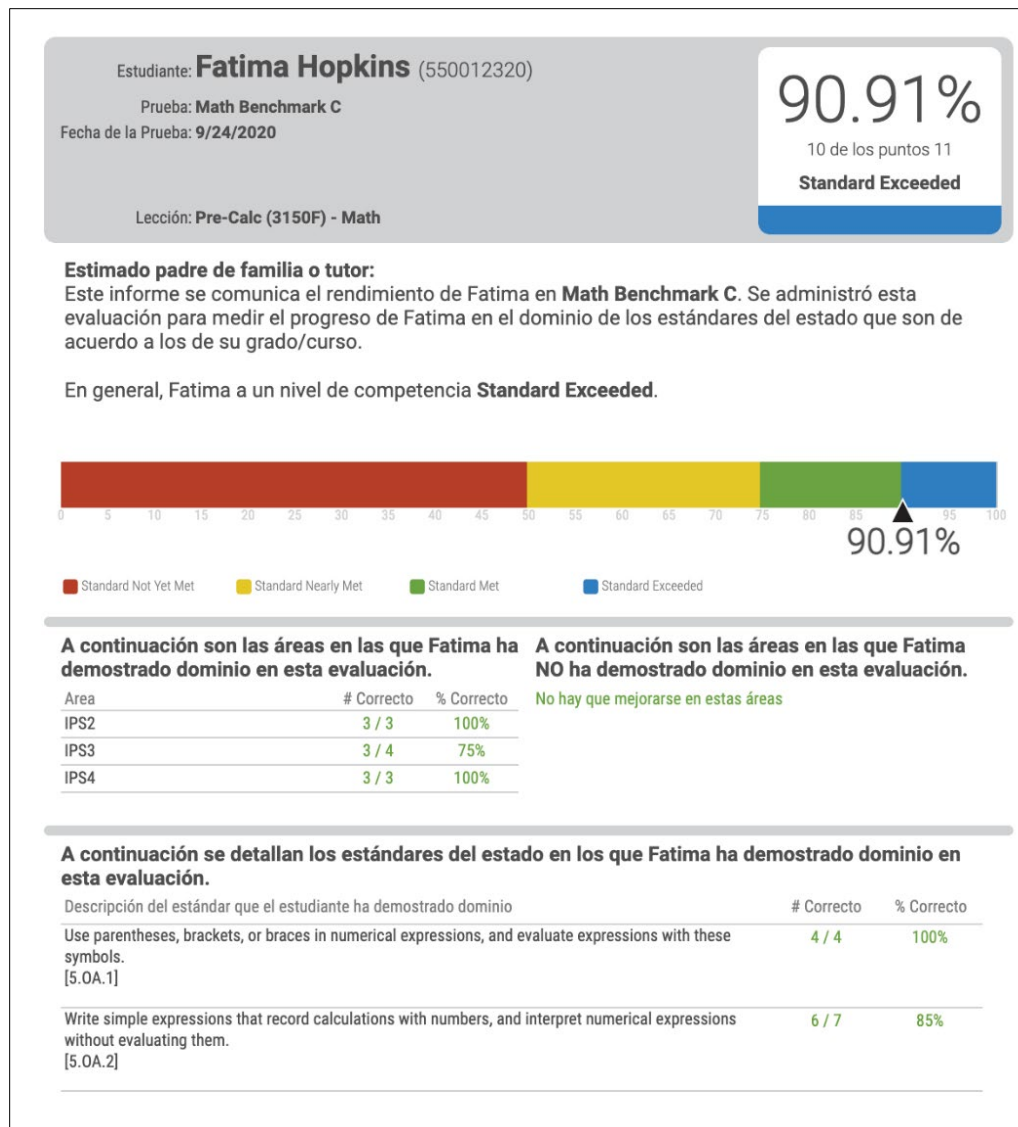


Figure 10. Enhance Student and Parent Communication: DnA allows users to communicate student results to families as well as translate results.

Renaissance Lalilo and Freckle: Working Better Together

Renaissance solutions empower teachers to differentiate English language arts instruction to meet the diverse needs of today's classrooms. Our **Individualized Skills Practice: Literacy (ISP) bundle**—comprised of **Lalilo** and **Freckle for ELA**—addresses the needs of all learners across the continuum of learning to read, reading to learn, and reading independently. These two products work seamlessly together to provide comprehensive skill-building practice for learners at any point in their literacy development.

Lalilo provides individualized skills practice in foundational literacy skills for students who are learning to read. The content covers the MCCRS and skills typically taught in grades K–2 with a focus on word recognition; however, many students in grades 3 and up continue to need support with these foundational skills. The program addresses essential components of early literacy development including phonological awareness, letter recognition, phonics, word recognition, fluency, vocabulary, grammar, and comprehension.

Freckle for ELA provides individualized skills practice for students who can read independently and are reading to learn. The bulk of Freckle for ELA's content covers Mississippi standards and skills in grades 3–8, focusing on reading comprehension, vocabulary, writing conventions, and applied reasoning via different practice modes—such as adaptive skills practice, adaptive fiction and nonfiction reading practice, and adaptive word study practice.

Both Lalilo and Freckle for ELA provide a personalized learning experience that adapts to a student's current skill level, detects strengths and areas of need, and provides adapted content to support or challenge. Both products draw on extensive and varied content libraries.

Lalilo includes more than 70,000 exercises across 700+ lessons that vary in level of rigor. Freckle for ELA offers access to more

than 1,000 fiction and nonfiction texts written at five or more reading levels. Genres include biographies, careers, food, personal interest, science, social studies, and technology. The combination of adaptive technology along with the extensive content offerings provide students with practice on the right skills at the right time, regardless of their skill level.



Figure 11. ISP: Literacy Bundle: Composed of two programs, Renaissance's ISP: Literacy bundle covers the full continuum of reading, from learning to read to reading to learn.

Lalilo: Foundational Reading Literacy Skills



Renaissance
lalilo

Build the foundational literacy skills of all learners with engaging practice that meets students where they are.

*Lalilo is bundled with Freckle for ELA to create Renaissance's **Individualized Skills Practice: Literacy bundle**. Lalilo is aligned to Mississippi College and Career Readiness Standards. Alignment reports are available upon request.*

Lalilo is an innovative, visually engaging program that excels at capturing student attention while focusing on learning. By supporting learning and instruction across all components of foundational literacy, Lalilo strives to provide students—including those who read below grade level—with a fun learning environment to promote independence, proficiency, and a love for literacy.

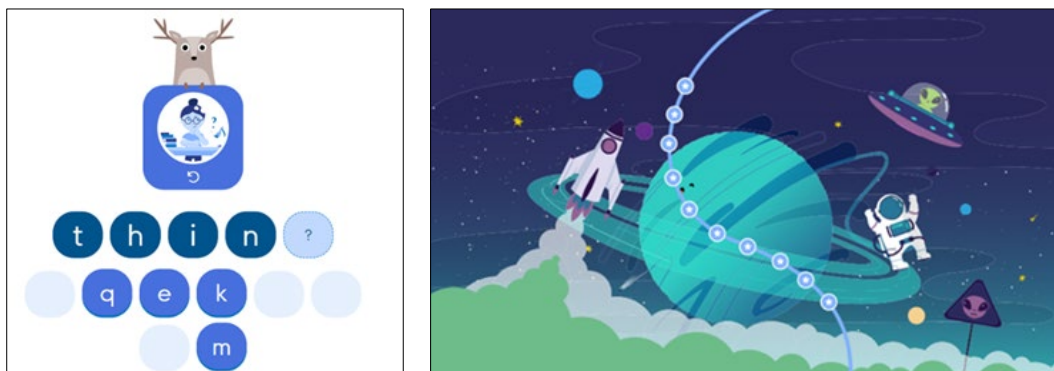


Figure 12. Gamification: Lalilo's lessons use gamification to engage young learners in the program's foundational literacy instruction.

Lalilo includes practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Renaissance determines a student's best starting place through Star Assessment, Star Phonics, or an introductory activity. The program then leads students through a standards-aligned series of guided practice and instructional activities to develop pre-reading and reading skills. Students progress at their own pace through Lalilo's lessons while content difficulty adapts based on demonstrated proficiency.

Lalilo's learning progressions take students through phonics, sight words, word families, grammar and conventions, independent reading, and listening comprehension. The program provides students with engaging exercises, activities, and lessons and marks each student's progress by providing access to both more challenging content and engaging, enjoyable stories and activities. Students will automatically progress to the next lesson in their learning progression and study up to five lessons simultaneously. Every student works on the skills and standards unique to their needs—optimizing learning time.

Track Student Learning with Graphical Reporting

Lalilo provides graphical insights into early readers' performance via vibrant, color-coded graphics educators can quickly read and understand. The program features a teacher dashboard that provides a top-down display of their class and the progress they have made so far. Teachers can choose to drill down into student performance from this dashboard or glean further insights from the following reports:

- **Standards & Skills Report:** Provides a summary of individual student progress on specific state standards.
- **The Answer Report:** Provides a graphical representation of student answers.
- **The Lalilo Progress Report:** Gives an overview of the student progress, either at the individual or group level.



Figure 13. Lalilo Reports: Progress, performance, and usage reports help educators monitor student learning and track implementation fidelity.

Lalilo's goal is to provide effective and efficient literacy instructional practice for all students reading at K–2 levels. The program centers three main evidence-based models: the simple view of reading, Scarborough's model, and the comprehensive emergent literacy model. All three theories build off the same concept—literacy requires practice. Please read [Research Foundation for Lalilo](#) for more information.

Freckle: Supporting Differentiated Practice & Instruction



Reach every student at their own level with skills-based practice in math and ELA—both inside and outside the classroom.

*Freckle for ELA is bundled with Lalilo to create Renaissance's **Individualized Skills Practice: Literacy bundle**. Both Freckle for ELA and Freckle for Math are aligned to the Mississippi College and Career Readiness Standards. Alignment reports are available upon request.*

Today's diverse classrooms require teachers to support students with varying proficiency levels—delivering personalized instruction to smaller groups and both identifying and providing content at many levels for students. Freckle for ELA and Freckle for Math differentiates practice and resources to make meeting every student's needs easier.



Practice

Students practice independently or on assigned tasks.



Personalize

Students work at their own pace, at their own level.



Monitor

Reports provide a holistic view of students' achievements and needs.



Motivate

Rewards make practice more engaging, encouraging, and fun.

Freckle for ELA

Freckle for ELA builds upon the foundational literacy skills developed in Lalilo and expands upon them to help emergent readers become proficient readers. The program provides an engaging literacy practice platform that allows students to work independently at their level or on assigned work. The program provides the following instructional components:

- Adaptive Mississippi standards-based skills practice for students in grades 1–8
- Adaptive fiction and nonfiction reading practice for grades K–12
- Adaptive word study practice for grades K–12
- Decodable books for grades K–2
- Sight words practice for grades K–2

Students complete a diagnostic pretest when they first log in to Freckle for ELA and click on an activity. However, schools using Star Reading will see students automatically placed into the program with no

need for additional testing. Once students start practicing skills or reading in the library area, the algorithm continually adapts based on their performance on questions that accompany all texts.

Freckle for Math

Freckle for Math helps classrooms differentiate, engage, learn, and grow. This web-based supplemental instruction tool delivers math content for Kindergarten through Algebra II students, including adaptive math practice, targeted math skills practice, math fact practice, and inquiry-based lessons. The platform supports the three tiers of instruction, providing immediate feedback as students progress through each practice session.

Students can select which math domain they will work in when they first log in to Freckle for Math; teachers can also assign a specific domain to further embed concepts. As students work through math practice, they receive recognition for their accomplishments in the form of badges and coins, making practice motivating and engaging.

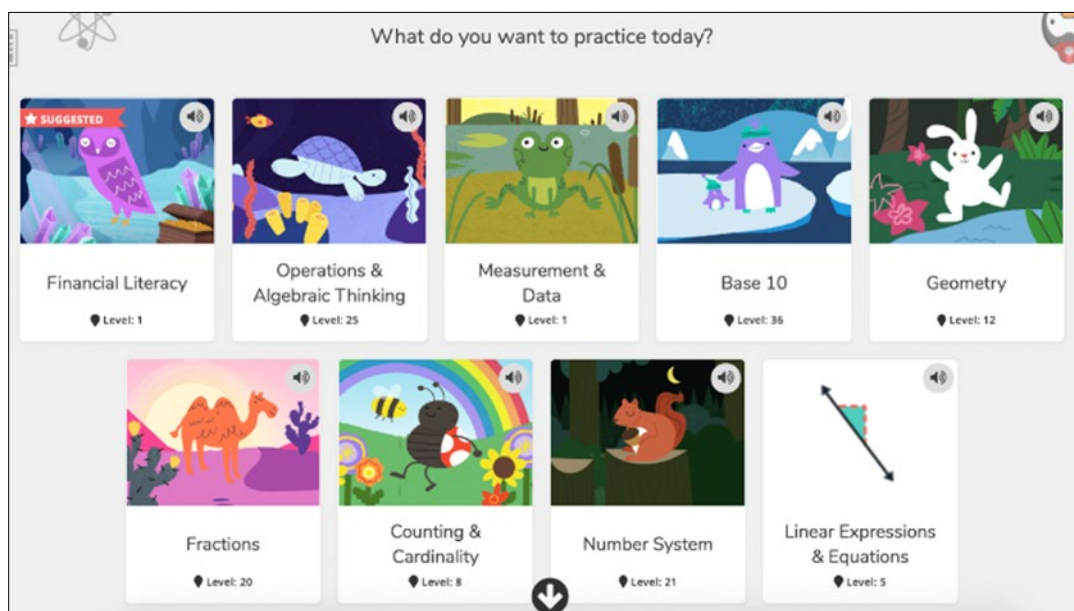


Figure 14. Freckle for Math Promotes Student Agency: Students can choose which domains to practice in from their own dashboard.

Freckle for Math provides every student with a personalized experience. Grade-level language calibrations and grade-specific designs ensure navigation is straightforward and intuitive, with little to no instruction needed. Additionally, a student's language can be changed between English and Spanish to access navigation, questions, and audio support in both languages.

Freckle's student dashboards provide a customized student experience with grade-specific designs. These dashboards are straightforward and intuitive; students require little to no help to navigate them. Student dashboards also include buttons to take students to adaptive practice and assignments.

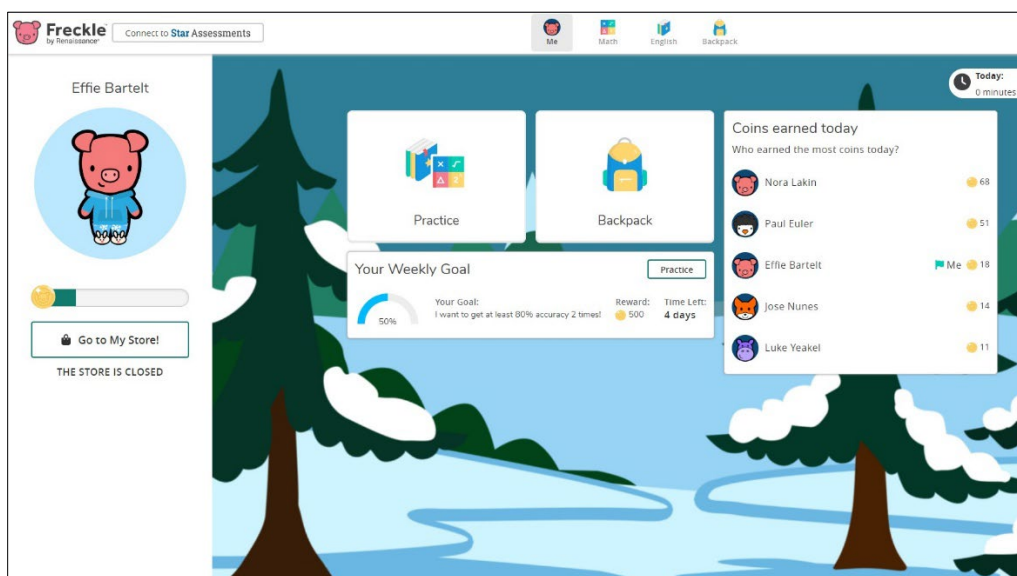


Figure 15. Student Dashboard: Freckle offers age-appropriate dashboards to engage students and promote autonomy.

Monitor Student Progress and Performance

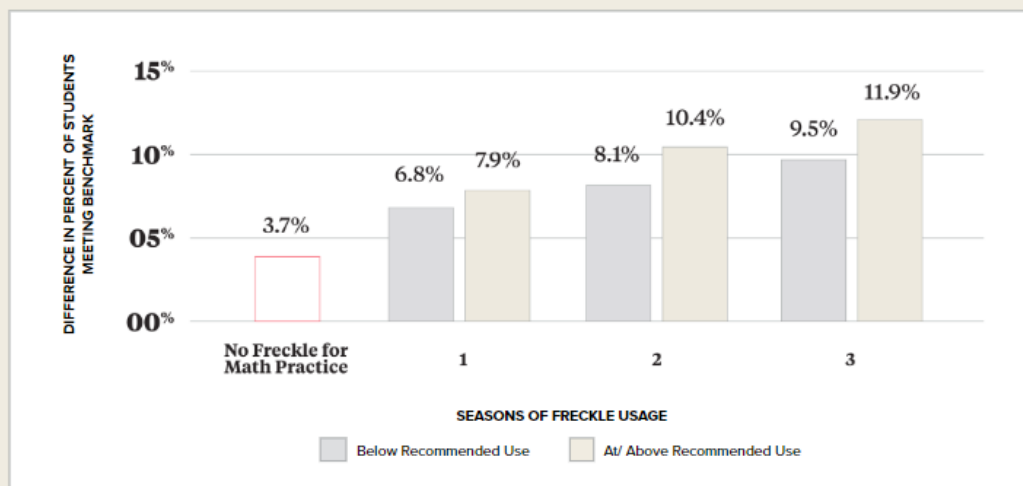
Freckle provides a variety of reports organized in graphic representations, available in the teacher dashboard in real time (when the browser is refreshed) as students complete work. With this data, teachers can pinpoint where students' gaps are and where they are prepared for enrichment, extension, or intervention. Reports include:

- **Activity Feed** allows teachers to track class-wide and individual student time spent practicing and accuracy.
- **ELA Levels** allow teachers to view a student's beginning and current Reading and Word Study levels, tracking growth.
- **Math Levels** allow teachers to view and edit starting pretest levels, current levels, and growth data across domains.
- **Report Cards** show each student's current math performance by domain. Teachers can quickly see how students are progressing and where they might need extra practice and can track student progress throughout the year. These can be printed and sent home for parents.
- **Performance by Standard** shows all standards a class has practiced along with their performance. Teachers can see clearly which standards need additional work by the class or targeted students or groups.

- **Student Goal Setting** shows goals set by each student in a class, along with how students are progressing towards those goals.
- **Class Grouping** shows how students within a class compare to one another to help teachers determine how to best group students for instruction.
- **Skills Progress** allows teachers to see which skills students have mastered in focus skills and high school courses.
- **Assessments** show all benchmark assessments assigned by teachers along with student growth over time. Teachers can view student and class performance overall, by unit, by standard, and by question. Teachers can assign unlimited benchmark assessments.
- **Fact Practice** shows student progress towards fact mastery in each of the four operations—addition, subtraction, multiplication, and division.
- **Article & Story Activity** lists articles and stories a class or student has completed, as well as accuracy, number of completions, and additional details.
- **Article Writing Report** provides a breakdown of student writing performance by skill.
- **Word Study Matrix** empowers teachers to view each student's word study levels—from where they began, the levels they have mastered, and the level they are currently practicing.

Experience meaningful student growth with Freckle

Data from over 550,000 grade 1–12 students using Freckle for math and more than 450,000 grade K–12 students using Freckle for ELA showed that practice with Freckle was associated with a greater percentage of students meeting Star proficiency benchmarks at the end of the year compared to the beginning of the year, and with higher levels of annual growth in general math or reading ability.



These positive outcomes increased as students engaged in practice that met or exceeded Freckle usage guidelines and as students used the program for a larger portion of the school year.

Figure 16. Freckle Efficacy: Freckle has been proven as an effective instructional tool in both ELA and math.

Recognize Student Achievement with Badges and Coins

As students work through practice in Freckle, they receive recognition for their accomplishments, making practice motivating and engaging. Students receive badges as a reward for their progress, such as the number of questions answered correctly, accuracy, finishing an assignment, or advancing levels.

Students also earn coins for correct answers and can then decorate a personal avatar using the coins they earned. Students must earn 50 coins to be able to access the Piggy Store, where they have 90 seconds to choose different clothing and accessories. The ability to customize their avatar adds excitement and engagement to their daily practice. A time limit ensures students stay on task without distraction from excessive time in the store.

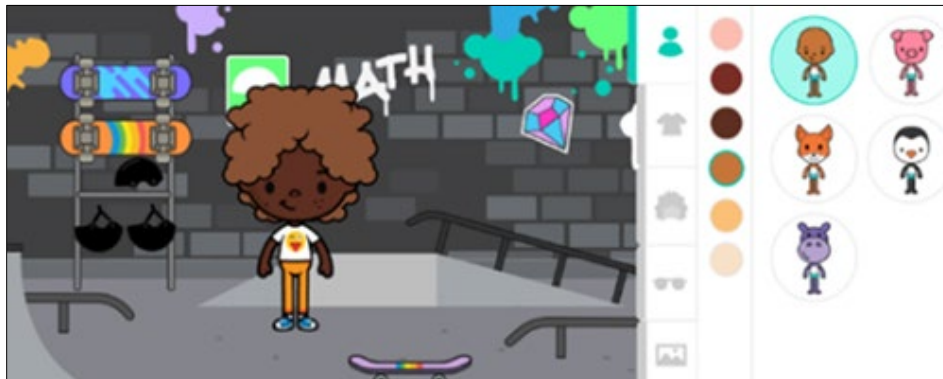


Figure 17. Avatars: Users can customize their Freckle avatars.

As a student goes back to work on the program, their avatar will be wearing the clothing/accessories the student selected during his or her time in the Piggy Store. A student can remove purchased items while maintaining access to them for avatar use.

Build a Dynamic Culture of Reading with Accelerated Reader and myON

Reading is critical to the success of students both in and out of the classroom. However, building a culture of reading in school and at home can be challenging in today's world. In nearly four decades of our existence, Renaissance has helped to implement thousands of successful reading programs in schools and districts across the globe.

Two of our most successful products—Accelerated Reader and myON—come together to form a reading ecosystem that presents multiple opportunities for student growth in many literacy domains and standards. With the ability for students and educators to set goals, combined with our robust reporting features, educators can truly visualize a student's progress in real time. The concepts both programs cover help students gain skills in the areas of writing, reading, critical thinking, vocabulary, comprehension, news literacy, and more.


















	myON & myON News	Accelerated Reader	Dynamic Reading Practice
MORE READING, MORE GROWTH Educators who use myON and AR together report seeing a significant increase in the amount of reading students are completing. Why? Because AR's motivation to read can be answered immediately with myON's access to books. When students are able to satiate their reading desires immediately, they read more.			
MONITOR ENGAGEMENT AND MEASURE GROWTH WITH ACTIONABLE DATA AND REPORTING Reports provide essential information about each student's progress and allow for daily progress checks toward their goals. Teachers can view reading habits at the individual or class level to help inform instruction, while school and district leaders can monitor overall reading trends.			
DATA-DRIVEN, PERSONALIZED READING RECOMMENDATIONS Seamless integration with Star Assessments ensures students read titles appropriate for their zone of proximal development (ZPD). This guides students to read titles based on their ability, producing a positive literacy experience.			
GIVE STUDENTS CHOICE WITH OVER 220,000 QUIZZES (AND COUNTING) We're regularly adding new quizzes. When the latest book in the Diary of a Wimpy Kid series comes out or the next Dog Man drops, our content team works to ensure students can take a quiz on them as soon as possible.			
SET PERSONALIZED READING GOALS FOR EVERY STUDENT Personalized goals help students stay focused on the factors that matter most for reading growth—and help you monitor their progress and provide feedback to keep learners on track.			
UNLIMITED ACCESS TO 8,700+ DIGITAL BOOKS 24/7 AND 10,000+ DIGITAL NEWS ARTICLES Ensure all students can engage in frequent, high-quality reading practice with access to a wide variety of enhanced digital texts.			
UNLIMITED ACCESS TO A SINGLE TITLE Unlike libraries—both in-person and digital—which may have only a few copies of a book, with myON every student in a class can read the same book at the same time. Class sets made easy.			

Figure 18. Dynamic Reading Practice: Accelerated Reader and myON transform student data into differentiated practice and instruction.

Accelerated Reader: Encourage Independent Readers



Renaissance Accelerated Reader

Manage, monitor, and motivate students' independent reading practice and watch as students develop a true love for reading. Perfect for in-person, remote, and hybrid instruction.

Accelerated Reader allows educators to monitor, manage, and motivate students' independent reading practice. As students finish reading books or articles at their own pace, they complete quizzes in Accelerated Reader to demonstrate their comprehension. More than 220,000 quizzes are available for fiction books, nonfiction books, and brief nonfiction articles. Approximately 13,000 quizzes are available in Spanish to support native Spanish-speaking students as they build their literacy skills and work toward English language literacy. Renaissance continuously adds new quizzes to support the diverse tastes of a growing student population. The search bar allows students to find available books and quizzes. Accelerated Reader offers three types of quizzes:

Deliver Personalized Independent Reading Practice

Accelerated Reader helps K–12 students access personalized independent reading practice teachers can monitor—ultimately improving academic achievement including assessment performance.

Use Authentic Text

Students must be able to read and comprehend authentic text to be prepared for college and careers. With Accelerated Reader, students practice and sharpen their command of these essential literacy skills with fiction and nonfiction books.

Empower Teachers

Teachers in all subject areas use our open platform to support instruction with this relevant, authentic text. Auto-scored assignments help students enhance their literacy skills while making grading efficient and effortless. Teachers use data-rich reports and dashboards to quickly spot skills gaps, track mastery, and guide progress.

Personalize Practice

Students read text that is appropriate for them—at their personal reading level, and about topics they choose—as they work toward challenging but attainable reading goals. This motivates students and helps them to take ownership of their academic growth.

Nurture Growth

Students who use Accelerated Reader to practice reading skills are more than twice as likely to be ready for college and careers than those who do not, according to over 30 years of research. Outcomes are even better for struggling readers and emergent bilinguals.

Instructional Design

Setting goals for improving reading achievement through reading practice begins with assessment of each student's reading level. High-quality, norm-referenced reading tests—such as Renaissance's computer adaptive Star Early Literacy and Star Reading assessments—identify what students know and can do.

Educators apply students' assessment results—such as literacy classification, ATOS, Lexile measure, zone of proximal development, or grade equivalent—to match students to high-quality, high-interest books within the student's optimal range of learning. This ensures students find appropriately challenging books.

Once students know their individual zones of proximal development, they can choose books within those levels to read at their own pace for independent reading practice. The free Accelerated Reader Bookfinder tool can help students find books that fit their reading and interest levels. Accelerated Reader also helps students find books to read. When a student logs in, recommendations will appear based on the student's previous selections. A search bar also allows students to find a specific text or quiz.

Students may read print books from their school, home, or community libraries, or they can select e-books available from various providers on different e-reading devices. Whether teachers choose to have their students focus on fiction or nonfiction, or read text in print or digital formats, Accelerated Reader can help the district drive reading growth.

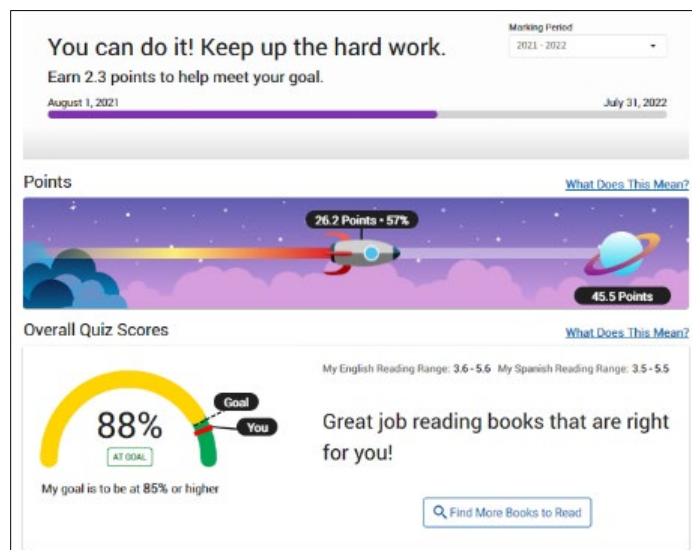


Figure 19. Accelerated Reader Student Interface. Students can search for specific titles on their home page and monitor their progress towards reading goals.

Quiz Types

As students finish reading books at their own pace, they complete quizzes in Accelerated Reader to demonstrate their comprehension. The search bar allows students to find available books and quizzes.

Reading Practice Quizzes

After independent, read-aloud, or paired reading, the student takes a short Reading Practice Quiz—many of which are available in both English and Spanish—to measure comprehension. These quizzes are motivational and ask literal questions that measure a student’s comprehension of a book.

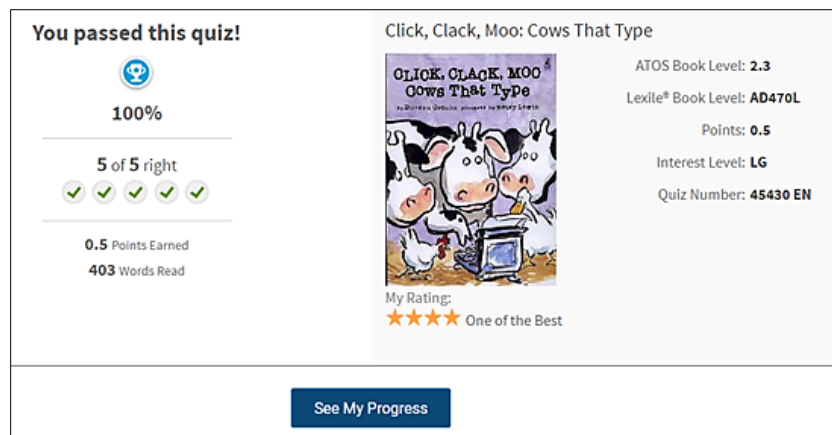


Figure 20. Accelerated Reader Quizzes: An array of quizzes are available to help educators monitor student's independent reading.

Literacy Skills Quizzes

Educators can use these quizzes to measure students’ higher-level proficiency in the 24 literacy skills most often assessed on standardized tests. Each quiz includes an electronic teacher’s guide with a summary, main character list, vocabulary words, and questions to prompt discussion.

Vocabulary Practice Quizzes

Teachers can assign vocabulary practice quizzes to gauge how well students understand the new words they encounter in the context of their independent reading. Detailed reports give teachers feedback to support further growth.

Robust, Interactive Reporting

Educators have two options to view Accelerated Reader data: reports and dashboards. Users can view reports on-screen, print them, or save them as PDF files for later reference. Dashboards display information in at-a-glance widgets, graphs, and charts. Both offer a collection of pre-set reports and results; both can be customized by adding or removing information or customizing criteria to address specific needs.

Accelerated Reader offers a range of customizable reports and views, which we detail on subsequent pages. Categories include reading practice reports and views, vocabulary practice reports, literacy skills, quizzes, and other reading reports.

Web-Based ELA and Mathematics Diagnostic Instructional Program
with Corresponding Printed Instructional Materials SY 25-26

Table 9. Accelerated Reader Reports

Report Name	Report Description
Diagnostic—Reading Practice	Summarizes student performance on Reading Practice Quizzes, shows progress toward goals and identifies potential problems.
Diagnostic—Vocabulary Practice	Summarizes student performance on Vocabulary Practice Quizzes and identifies potential problems.
Diagnostic—Other Reading	Summarizes student performance on Other Reading Quizzes and identifies potential problems.
Favorite Books	Lists books students have quizzed and voted on, and ranks them in order of preference.
Goal History	Shows student performance toward goals over time.
Marking Period Progress	Shows progress of the class from marking period to marking period.
Point Club Summary	Lists students who qualify for point clubs.
Quiz Takers	Shows how students performed on specific quizzes. Teachers can select the quizzes to include, one class, and the timeframe, as well as quiz and book information, students' percent correct, and points earned.
Quiz Takers—Other Reading	Lists students who have taken selected Other Reading Quizzes during a specific date range.
Quiz Usage	Shows how often a Reading Practice Quiz was taken, passed, and the average score.
Reader Certification Certificates	Allows teachers to create customizable, printable certificates to recognize students' achievement of new Reader Certification levels.
Reader Certification Levels	Shows the Reader Certification levels each student has achieved.
Reading Trends View	Shows students' quiz ratings, number of quizzes taken, or percent correct, as well as information for multiple classes and students, for a variety of timeframes, and for fiction and/or nonfiction titles and for books.
Schoolwide Summary	Summarizes Reading Practice Quiz results for each class.
Student Record	Shows individual student performance on each quiz.
TWI	Summarizes students' To, With, and Independent reading.
Word Count	Indicates how many words each student has read.
Literacy Skills Status	Shows students' progress toward each literacy skill.

Backed by Research

Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. Accelerated Reader helps educators, students, and their families put these practices into action—and more than 30 years of research proves Accelerated Reader is highly effective at raising reading achievement for students of all ability levels. For more information, please see [The Role of Individualized Reading Practice](#).

Accelerated Reader supports three key instructional shifts emphasized in current education reform: more nonfiction reading, increased text complexity, and the ability to cite evidence. For more information on the research behind AR's instructional strategies, please see [Research Foundation for Accelerated Reader](#).

myON: A Digital Reading Platform for All Students



Engage students in frequent, high-quality reading practice with unlimited, 24/7 access to thousands of enhanced digital books. Perfect for in-person, remote, or blended learning environments.

myON is aligned to Mississippi College and Career Readiness Standards. Alignment reports are available upon request.

myON is a digital reading platform that allows all students to engage in frequent, targeted reading practice, with 24/7 access to thousands of fiction and nonfiction books—in English, Spanish, and additional languages. A multimedia reading experience with colorful illustrations, professionally recorded audio, and annotation tools make each text engaging and unique. Built-in close reading tools, customizable literacy assignments, and a large collection of nonfiction titles support lesson plans centered on reading, writing, and oral language skills.

As a vast digital library that functions as a comprehensive literacy tool, myON is designed to give students the confidence to read more books, more often, while enjoying more literacy gains. With optional subscriptions to our popular partner publishers, the library can expand to include more than 15,000 books to support K–12 learners. myON hosts more than 1,300 Spanish-language titles, and contains a World Languages collection that includes Mandarin, French, Vietnamese, and Welsh.



Figure 21. Diverse Reading Collection: Engage young readers with an exciting variety of genres from historical non-fiction to superhero tales, sports stories, and inclusive contemporary adventures that spark imagination and foster a love of reading.

myON News: News Articles to Develop Digital and Media Literacy

myON News provides daily, age-appropriate news articles that enrich content-area classes and bring more opportunities for reading into the school day. myON News delivers five daily news articles, five days a week, 52 weeks a year. All myON News articles are written by professional journalists and reviewed by a child psychologist to ensure they are age appropriate.

Additionally, myON News articles are available in five languages—English, Spanish, French, Arabic, and Mandarin. myON News also offers audio options, which feature real speakers modeling fluent reading. This scaffold empowers students to access books they might not be able to read independently and opens teachers' options to provide even more access to background knowledge and vocabulary.

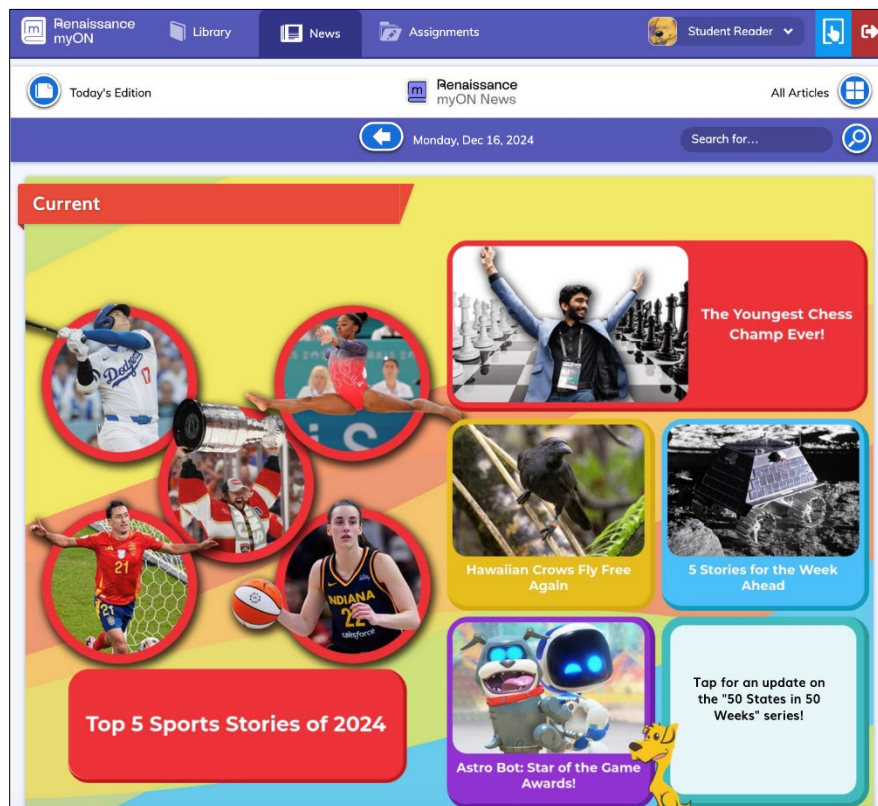


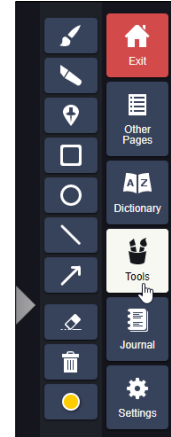
Figure 22. Connect to Daily Articles: myON News provides five articles per day, five days per week to promote media literacy.

Encourage Unparalleled Interaction with Literacy Tools

myON's close/active reading tools allow students to directly interact with what they see on the page. Students can respond to, interact, and show evidence in the text, along with identifying important concepts in photos and illustrations.

The digital tools are always available to students working in myON. Because students have their own copies of all digital books, they will interact with them in ways that would not be permitted—or even possible—with shared physical texts or e-book subscriptions. These tools include:

- Brush
- Highlighter
- Sticky note
- Shapes
- Journal
- Citation creator



Comprehensive Reporting Suite

myON and myON News offer a comprehensive suite of reporting tools that provide educators with valuable insights into student reading activity and progress. These reports track key metrics including time spent reading, books completed, Lexile level growth, and quiz performance at individual, class, and school/district levels. Educators can access detailed data on reading engagement patterns and comprehension skills to identify areas of strength and opportunities for growth.

The platform's reporting system allows teachers to monitor both individual student progress and whole-class trends, supporting data-driven instructional decisions. Reports can be customized by time period, reading level, genre, and other parameters to provide targeted information. This functionality helps educators identify struggling readers, recognize achievements, and adjust instruction accordingly.

At the administrative level, myON reports provide school and district leaders with implementation data to evaluate program effectiveness and reading achievement across larger student populations. These analytics help stakeholders measure return on investment, identify successful practices, and support broader literacy initiatives throughout the educational system.

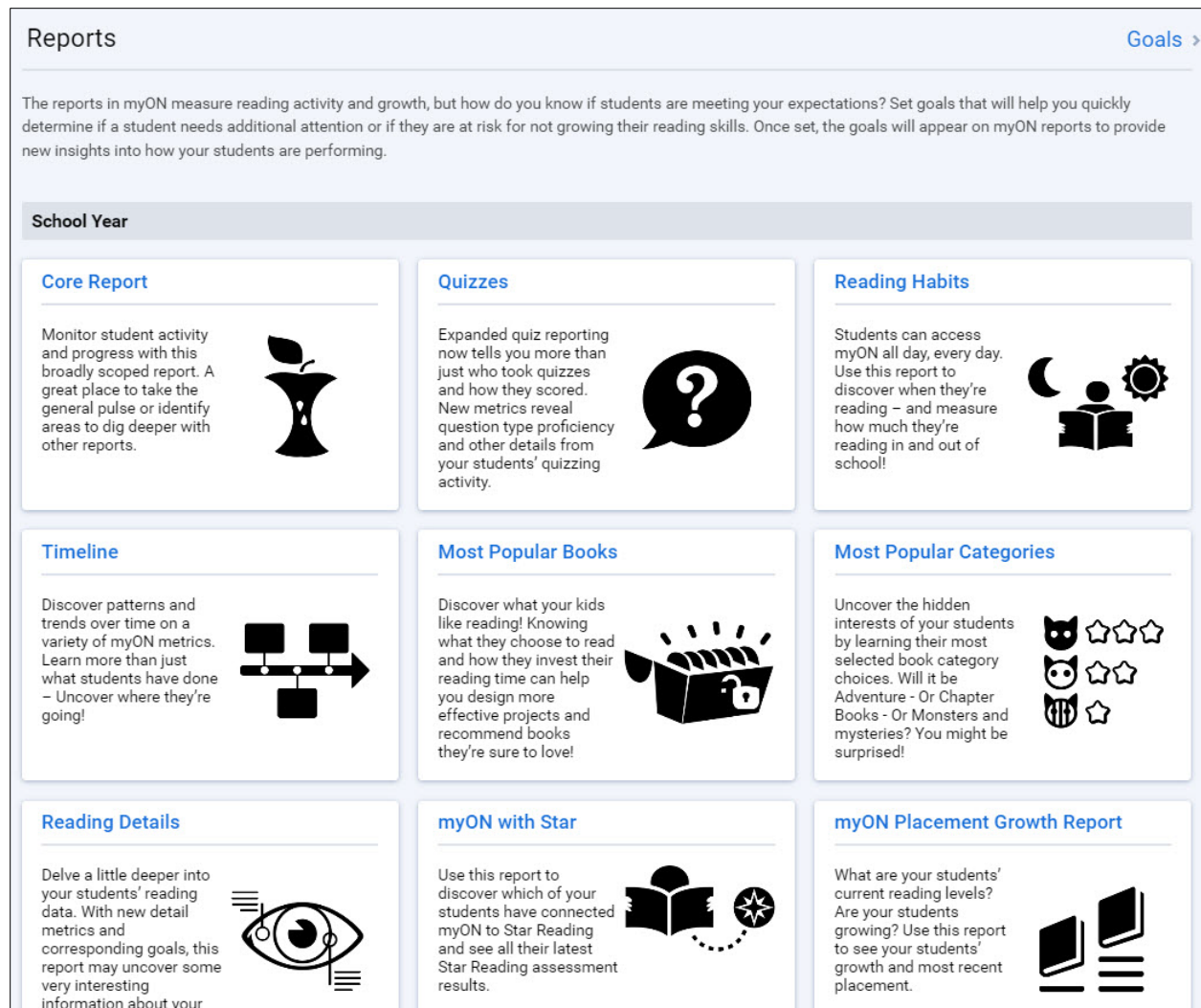


Figure 23. myON Reports. Together, myON and myON News offer over a dozen reports that present metrics in easy-to-read formats.

Research Supports myON's Efficacy

myON has earned the *Research-Based Design Product Certification from Digital Promise*, available at <https://www.renaissance.com/2022/07/01/myon-awarded-research-based-design-product-certification-from-digital-promise/>, validating its effectiveness in supporting student learning through evidence-based practices. By incorporating research into its design, myON helps students develop critical reading skills and fosters a love for reading. The foundational research for myON can be found [here](#).

Nearpod: Create Active Learning Experiences



Engage every student in active learning using an instructional delivery platform that provides interactive and high-impact experiences that help educators connect with their students.

Nearpod is aligned to the Mississippi College and Career Readiness Standards.

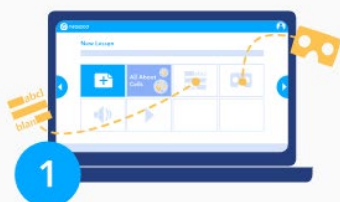
Nearpod is a comprehensive instructional platform that delivers engaging teaching and learning experiences proven to drive results. Teachers can enhance their Google Slides and PowerPoint lessons by integrating engaging activities, gamification, innovative videos, matching pairs, collaboration boards, and more. Nearpod also provides access to over 22,000 ready-made and vetted K–12 lessons, covering all disciplines and aligned to the MCCRS.

Instruction, Engagement, and Students—Connected

Nearpod helps maximize instructional time and streamline lesson preparation. Educators can embed interactive, formative assessment questions into any video, lesson, or activity to gain real-time insights into student learning. Teachers can also add ready-to-use content from Nearpod’s library, which includes over 22,000 standards-aligned items from more than 35 trusted educational publishers.

- **Search by standards** in the Nearpod library to find the perfect interactive video, activity, or lesson to supplement your curriculum in any subject or grade level.
- **Customize existing content** by adding a premade video or activity to any Nearpod lesson, differentiating instruction to meet the needs of your students.
- **Upload your own videos** to Nearpod and make them interactive by adding questions to check for student understanding.

How it works



Teachers deliver lessons with interactive media and assessments



Students interact from any device, live or on their own time



Teachers get real-time feedback and post-session reports

With Nearpod, educators can immerse students with over 20 dynamic media and formative assessment features, listed below:

Formative Assessments

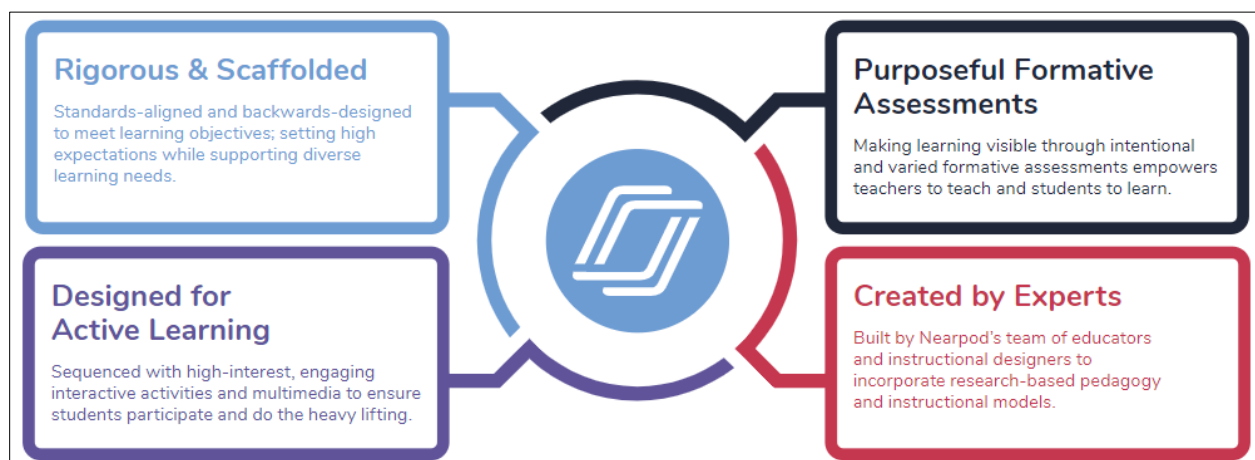
- Drag & Drop
- Draw It
- Matching Pairs
- Memory Test
- Time to Climb
- Collaborate Board
- Open Ended Question
- Fill in the Blanks
- Quiz
- Poll

Dynamic Media

- Audio Response
- Virtual Reality Field Trip
- Nearpod 3D
- Slideshow
- Sway
- Web Content
- PDF Viewer
- PhET Simulation
- Interactive Video

High-Quality Instructional Materials Enhance Digital Instruction

Nearpod values creating rigorous, effective, engaging, and inclusive content. We maintain robust guidelines and standards for our lessons, activities, and videos to ensure every instructional resource receives multiple rounds of review before publication for educator use. Nearpod's expert, in-house content development team—comprised of educators and instructional designers—leverages their expertise and Nearpod's interactivity to design industry-leading learning experiences for every student. The platform also features content in partnership with over 70 industry leaders, selected for their high-quality instructional resources and alignment to our values. Please visit [Nearpod Content Catalog](#) for more information about the platform's robust library of K–12 instructional materials.



Nearpod designs all digital lessons with best practices in mind. Educators can search the content library by standard, ensuring instruction has clear, measurable learning objectives. Other best practices include:

- **Research-Based Instructional Models:** Nearpod designed each lesson sequence to align with research-based instructional models, such as the Gradual Release of Responsibility and 5E (Engage, Explore, Explain, Elaborate, Evaluate.)
- **Intentional Questioning:** Intentional questions based on Bloom’s Taxonomy unlock student understanding in real-time.
- **Real-World Connection:** Media—such as Virtual Reality—thoughtfully drives real-world connections and drives a deeper understanding of topics.
- **Metacognitive Reflection:** Students reflect on their learning during intentional, built-in opportunities.

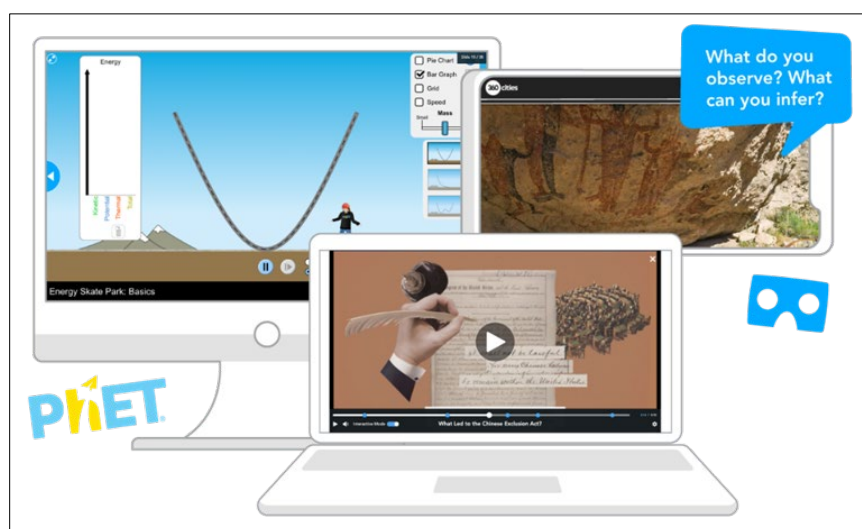


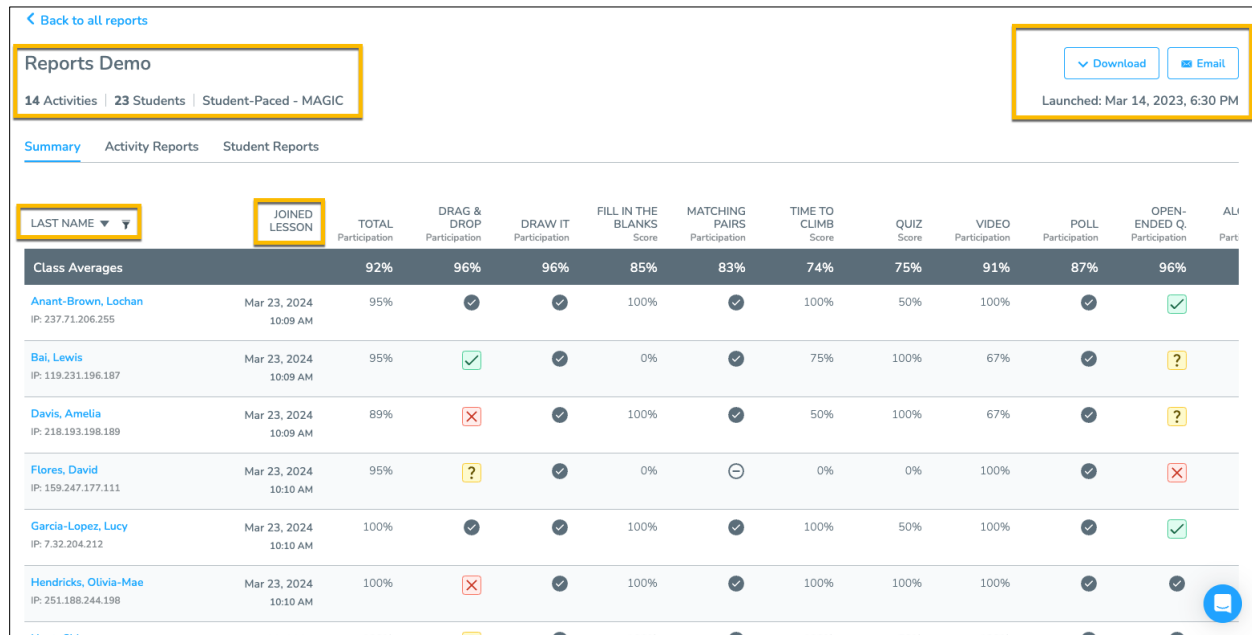
Figure 24. Engaging Instruction: PhET simulations, Virtual Reality, and interactive videos engage and motivate students to apply their learning in real-world contexts.

Track Student Activity with Nearpod Reports

Nearpod reports provide educators with valuable data about student engagement, participation, and performance within their interactive lessons. Reports display participation data, activity results, time, spent, completion rates, and question analysis.

- **Session Reports:** Detailed analytics from a specific Nearpod lesson session, showing student participation and performance.
- **Student Reports:** Individual student performance across multiple Nearpod activities.
- **Post-Session Reports:** Comprehensive data available after a lesson concludes.

These reports help teachers make data-driven decisions, identify areas where students may need additional support, and adjust instruction accordingly.



LAST NAME	JOINED LESSON	TOTAL Participation	DRAG & DROP Participation	DRAW IT Participation	FILL IN THE BLANKS Score	MATCHING PAIRS Participation	TIME TO CLIMB Score	QUIZ Score	VIDEO Participation	POLL Participation	OPEN-ENDED Q. Participation	ALU Part
Class Averages		92%	96%	96%	85%	83%	74%	75%	91%	87%	96%	
Anant-Brown, Lechan IP: 237.71.206.255	Mar 23, 2024 10:09 AM	95%	✓	✓	100%	✓	100%	50%	100%	✓	✓	
Bai, Lewis IP: 119.231.196.187	Mar 23, 2024 10:09 AM	95%	✓	✓	0%	✓	75%	100%	67%	✓	?	
Davis, Amelia IP: 218.193.198.189	Mar 23, 2024 10:09 AM	89%	✗	✓	100%	✓	50%	100%	67%	✓	?	
Flores, David IP: 159.247.177.111	Mar 23, 2024 10:10 AM	95%	?	✓	0%	⊖	0%	0%	100%	✓	✗	
Garcia-Lopez, Lucy IP: 7.32.204.212	Mar 23, 2024 10:10 AM	100%	✓	✓	100%	✓	100%	50%	100%	✓	✓	
Hendricks, Olivia-Mae IP: 251.188.244.198	Mar 23, 2024 10:10 AM	100%	✗	✓	100%	✓	100%	100%	100%	✓	✓	

Figure 25. Summary Report: Teachers can use the Summary Report to review student performance on every activity in a lesson.

Nearpod Programs

In addition to the 22,000 lessons available in the library, the purchase of the Nearpod Instructional Suite Deluxe will unlock access to Nearpod's four subject-area programs, allowing even deeper connections to content areas and more use cases in classrooms across the district.

Nearpod 21st Century Readiness

Powered by Premium Plus, Nearpod's 21st Century Readiness Program provides teachers with a single solution to embed 21st century learning into everyday instruction. The program features the following elements:

- Ready-to-teach interactive lessons, videos, and activities for digital citizenship, social & emotional learning, financial literacy, and college & career readiness
- Enhanced navigation and content organization to make embedding 21st century skills easy for all teachers
- Exclusive access to Brain Breaks videos that help teachers regulate classroom energy and focus

Nearpod Social Studies

Nearpod Social Studies is a comprehensive K–12 supplemental curricular resource that immerses students in history. Over 2,500 standards-aligned interactive lessons, videos, and activities leverage

strategies essential to the social studies classroom. Nearpod Social Studies covers the topics listed below.

Elementary Topics

- Social Studies Skills
- History
- World History
- U.S. History
- Geography
- Government & Civics
- Holidays & Culture
- Historical Figures
- Economics & Financial Literacy

Secondary Topics

- Ancient Civilizations
- Medieval & Early Modern Period
- Modern Era
- Early America – Civil War
- Reconstruction – Present
- Government & Civics
- Geography

Nearpod EL

Nearpod EL provides the content, tools, and organization teachers need to create daily differentiated learning experiences that maximize language acquisition for all learners. The program features:

- **Language scaffolds and supports** embedded into over 4,000 interactive lessons, videos, and activities
- **Enhanced navigation and content organization** to help teachers effectively differentiate instruction
- **Real-time insights** from over 20 formative assessment features to intervene in the moment

Nearpod Math

Nearpod Math helps teachers create engaging math learning experiences for every student in grades K–8. The program features thousands of exclusive interactive lessons, videos, and practice activities, virtual math manipulatives, and enhanced course navigation. Nearpod Math solves the “experience gap” found in other supplemental math programs.

- **Supplement Any Math Skill or Standard:** Search, download, and customize K–8 standards-based math resources build using the Nearpod platform.
- **Build Collaborative, Active Math Classrooms:** Encourage exploration, inquiry, and conversations about math through pedagogical strategies and exclusive features, such as virtual math manipulatives.
- **Make Math Relevant:** Help students see themselves as mathematicians with relevant, engaging, and challenging experiences that apply math concepts to real-world scenarios.
- **Reach Every Student:** Meet the varied needs in each classroom by incorporating student voice, creating safe spaces to participate, and reviewing insights into student understanding.

Flocabulary: Cultivate Literacy Across the Curriculum



Renaissance
Flocabulary

Accelerate learning and academic vocabulary skills across K–12 subjects through rigorous and authentically engaging instructional experiences.

Flocabulary is aligned to the Mississippi College and Career Readiness Standards.

Flocabulary provides video-based lessons with activities support vocabulary acquisition and comprehension skills across K–12 subjects. These high-quality videos captivate students and create an impactful and memorable learning experience by harnessing the power of hip-hop music, visual art, storytelling, humor, drama, and poetry. Each video-based lesson includes a suite of instructional activities that provide additional practice and exposures at varying levels of rigor to scaffold instruction.

Instructional experiences that transform your classroom



Deliver rigorous, intentional learning experiences

Challenge students to think critically and creatively with research-backed lessons.



Unlock comprehension through vocabulary acquisition

Increase comprehension through targeted opportunities to build word knowledge and apply vocabulary in context.



Authentically engage students

Make learning memorable and meaningful with rich multimedia lessons that reflect youth culture.

Rigorous, Standards-Aligned, Video-Based Lessons

Students build academic vocabulary and comprehension through authentically engaging instructional experiences. Lessons are research-based and sequenced to build higher-order thinking. Flocabulary's lesson sequence is as follows:

- **Video:** Engage all learners with a video that uses hip-hop, storytelling, and humor to teach key content, vocabulary, and skills.

- **Vocab Cards:** Build word knowledge by writing and drawing key words from the lesson.
- **Vocab Game:** Test knowledge of each vocabulary word with a variety of gamified practice opportunities.
- **Break It Down:** Cite evidence from the video to support responses to key questions from the lesson.
- **Read & Respond:** Practice reading comprehension with passages and text-dependent questions.
- **Quiz:** Assess comprehension of key content and vocabulary.
- **Lyric Lab:** Demonstrate mastery through rhyme writing.
- **Printable Activity:** Extend learning with an additional printable activity.

Authentically Engaging Lessons

Flocabulary's standards-aligned lessons offer rich music and video content that captures and holds student attention. In addition to videos, the Flocabulary lesson sequence offers a suite of activities including a quiz, reading passages, and other interactive activities aimed at vocabulary acquisition, reading comprehension, and creative writing. Flocabulary's varied lesson activities target different levels of Bloom's Taxonomy, offering students a scaffolded approach to engage in higher order thinking as they progress through each lesson.



Relevant Assessments

Flocabulary assesses student knowledge throughout the lesson sequence, using a range of formative assessments. Assessment types include a quiz on content covered in a video, reading passages and comprehension questions, gamified assessment of key vocabulary terms, interactive evidence gathering activity, and open-ended creative writing opportunities.

Personalized Vocabulary Practice

Using Flocabulary's Vocab Analytics, teachers and administrators can track student word proficiency, and the number of exposures students have had to key vocabulary terms. Teachers can then assign auto-generated personalized vocabulary practice sets, offering students targeted practice with words they've struggled with.

Data-Driven Instruction

Flocabulary's Analytics Dashboard offers a view into student performance across each lesson activity.

Flocabulary's data and insights allow teachers to immediately identify and respond to students' learning needs. The program automatically grades many of the activities in the lesson sequence, allowing teachers to act quickly to better support students in need of intervention.

Teachers can access detailed analytics showing which students completed assigned videos, quizzes, and activities, along with their scores and progress. The platform provides both individual student reports and class-wide performance data, allowing educators to identify learning gaps and track mastery of specific concepts. Reports include metrics on time spent engaging with content, quiz accuracy, vocabulary acquisition, and creative responses in activities like lyric labs.

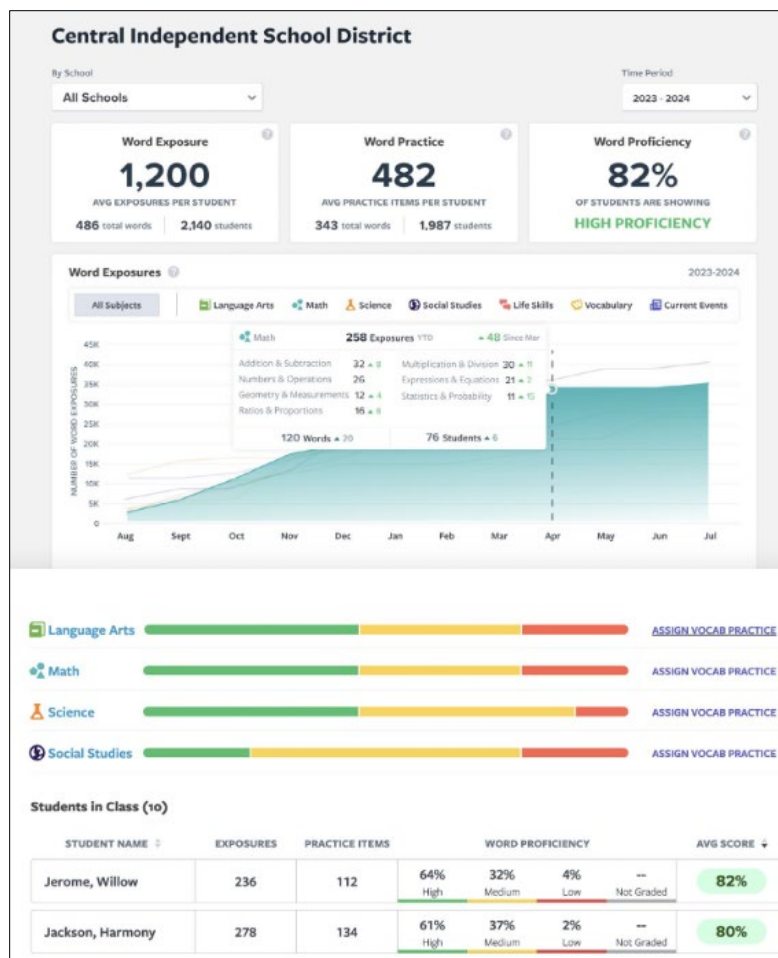
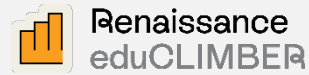


Figure 26.. Robust Data Analytics: Flocabulary offers interactive reporting and data analytics that empower educators to track both student progress and proficiency.

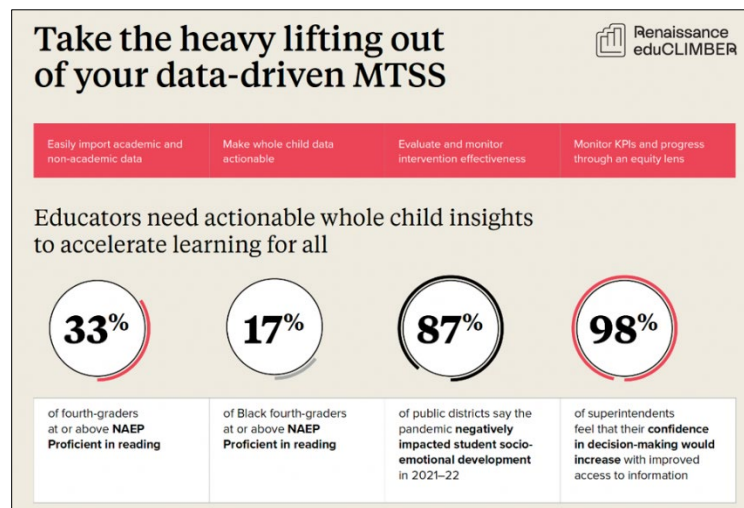
eduCLIMBER: Holistic MTSS Data Tracking



Bolster your multi-tiered system of support (MTSS) and school improvement practices with an interactive district-level to whole child data management solution.

eduCLIMBER is a comprehensive data management system that provides robust and flexible data analytics to target students at risk (early warning system), monitor student performance, inform individualized instructional plans, and evaluate program/instructional effectiveness. eduCLIMBER integrates assessment, behavior, and practice solutions to provide educators with a comprehensive view of student data in one place. This allows teachers to quickly and easily make informed decisions with the whole student in mind.

eduCLIMBER's user-friendly interface offers role-specific dashboards, facilitating swift identification of student needs and tracking intervention effectiveness. The platform is scalable to accommodate future growth, ensuring long-term value for Mississippi districts. Our commitment to ongoing professional development equips educators with the ability to leverage data insights effectively.



eduCLIMBER centralizes core data and offers teacher-friendly data analysis where users can easily create, manage, monitor, and report on both academic and behavior interventions in the way that works best for them. Each user has a personalized dashboard with their information viewable based on preference and can populate their dashboard to reflect individual preferences for data tracking and program progression.

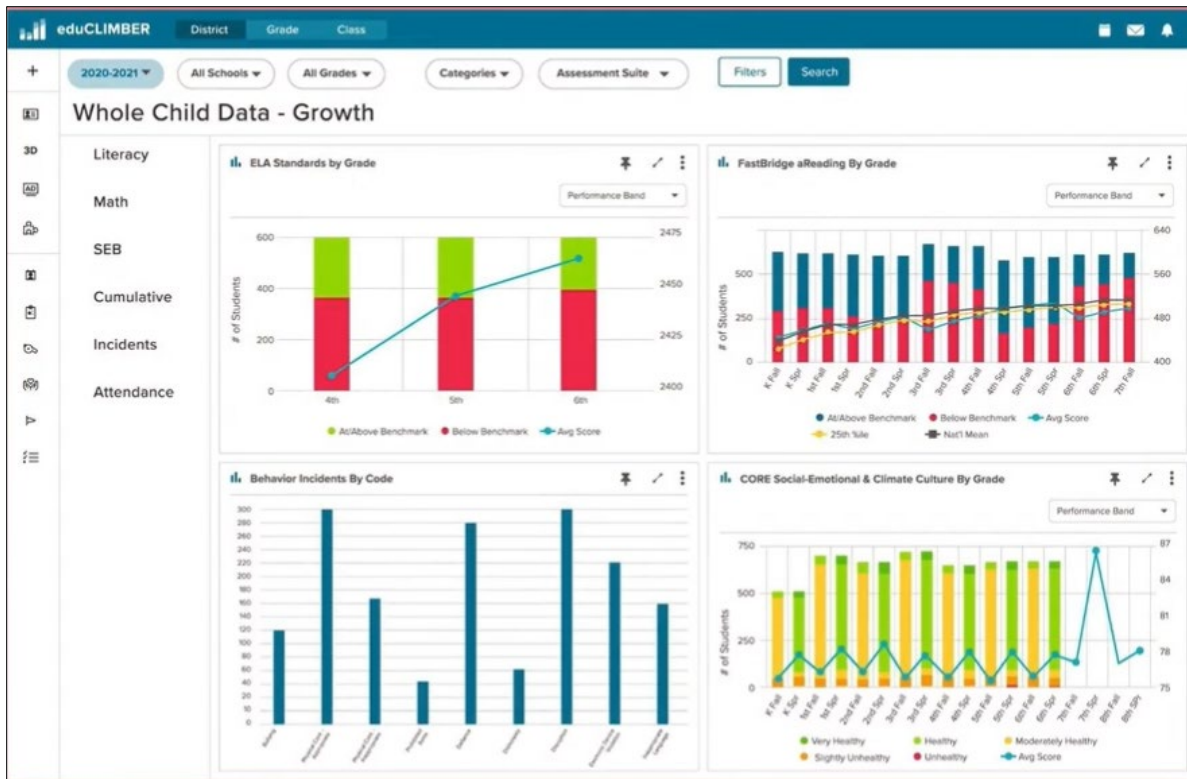


Figure 27. eduCLIMBER, the Optimal Data Management System: eduCLIMBER will equip MS districts with a comprehensive data platform to view student information, support MTSS and RtI strategies.

Simply put, eduCLIMBER is so much more than just a data dashboard. Yes: we support students and educators by providing districts with a data platform to aggregate, visualize, and analyze academic and behavioral data. And we also support MTSS/PBIS and RtI strategies, facilitate real-time teacher and staff collaboration, and help gauge the school's social and emotional climate—all in one place. The result is actionable data that allows educators to make informed decisions that will help students succeed.

Visualize Success: Interactive Achievement Dashboard Empowers Mississippi Education Leaders

The Achievement Dashboard in eduCLIMBER gives leaders an easy, visual way to review key performance indicators including multiple assessment data, attendance, behavior, culture, climate, college and career, course completion, demographics, and grades all in one location.

Customizable visualizations of real-time data help Mississippi leaders create shareable insights and school improvement plans to keep educators informed and allow them to track progress toward school- and district-wide goals. Some key benefits of eduCLIMBER's Achievement Dashboard include:

- An intuitive, user-friendly design, with no coding required, to reach users at all ability levels
- Simple drag- and-drop resizable charts allow teachers, administrators, and interventionists to customize their personal dashboard and display the data most important to their role
- The ability to quickly toggle between visualization types to see a complete picture of each student and make informed decisions to support their growth
- The ability to visualize any data set via cloud-based Google Sheets to allow for collaboration
- The ability to share with stakeholders outside of the classroom to ensure students can get maximum support

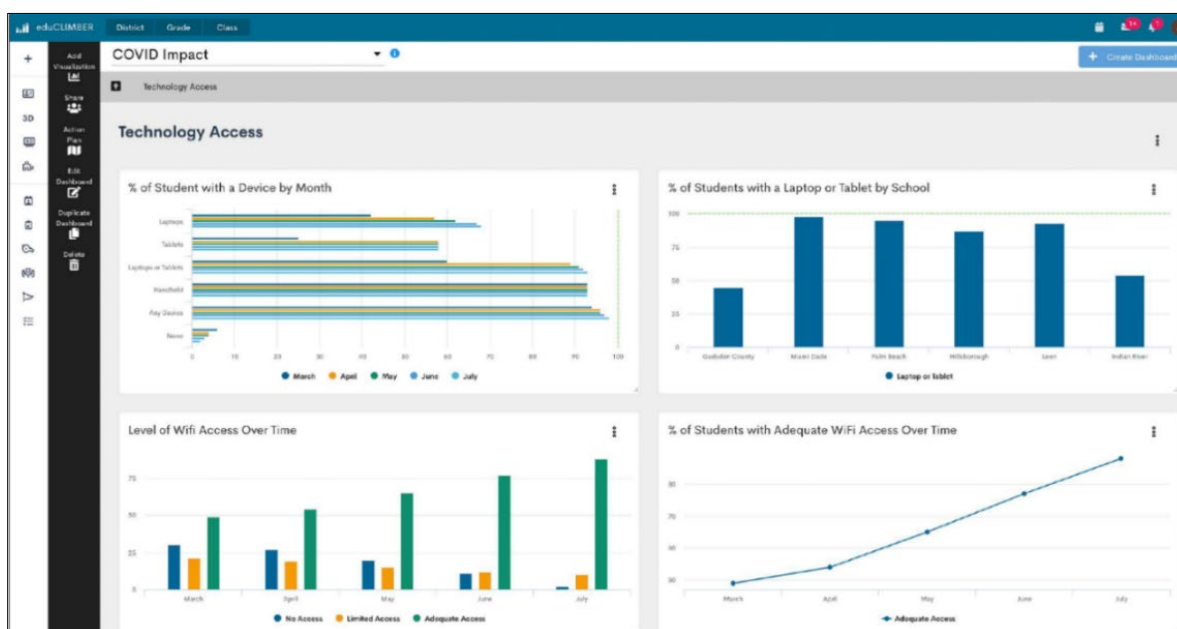


Figure 28. The Achievement Dashboard: By combining data from reports, spreadsheets, and other systems into an interactive dashboard, MS educators can collaborate, evaluate, and set goals for the district.

The Achievement Dashboard provides visibility leaders need to measure progress and ensure district goals are achieved—the first step in implementing a MTSS. The Achievement Dashboard gives access to:

- **Strategic Plans:** By combining data from reports, spreadsheets, and other systems into an interactive dashboard, leaders will create strategic plans, collaborate on action items, and set goals for district teams.
- **Key Performance Indicators (KPI):** The Achievement Dashboard helps educators monitor critical KPIs for summary data to help teams make quick, informed decisions. Progress and results can be disaggregated by student group or grade level to drive equitable outcomes.

- **Drill-Down Dashboards and Charts:** Educators can view real-time data with interactive, drill-down dashboards that highlight trends and progress. Charts that are customizable and intuitive are available to support each stakeholder.

eduCLIMBER is much more than just a data dashboard in that it truly supports students and educators by providing MS leaders with a data platform to aggregate, visualize, and analyze your data all in one place. Rather than logging into multiple platforms to access and evaluate student data, teachers who use eduCLIMBER have access to a comprehensive view of a student's data in as little as three minutes.

This ease of access to information enables teachers to spend more time responding to student needs than identifying them. eduCLIMBER supports MTSS/PBIS and RtI strategies, facilitates real-time teacher and staff collaboration, and helps gauge the school's social-emotional climate. The result is actionable whole-student data that allows leaders to make informed decisions that will help students succeed.

Designed for MTSS, eduCLIMBER incorporates features and functions used for MTSS implementation with students, progress monitoring, meeting management, and other facilities. This is the backbone for MTSS for districts nationwide.

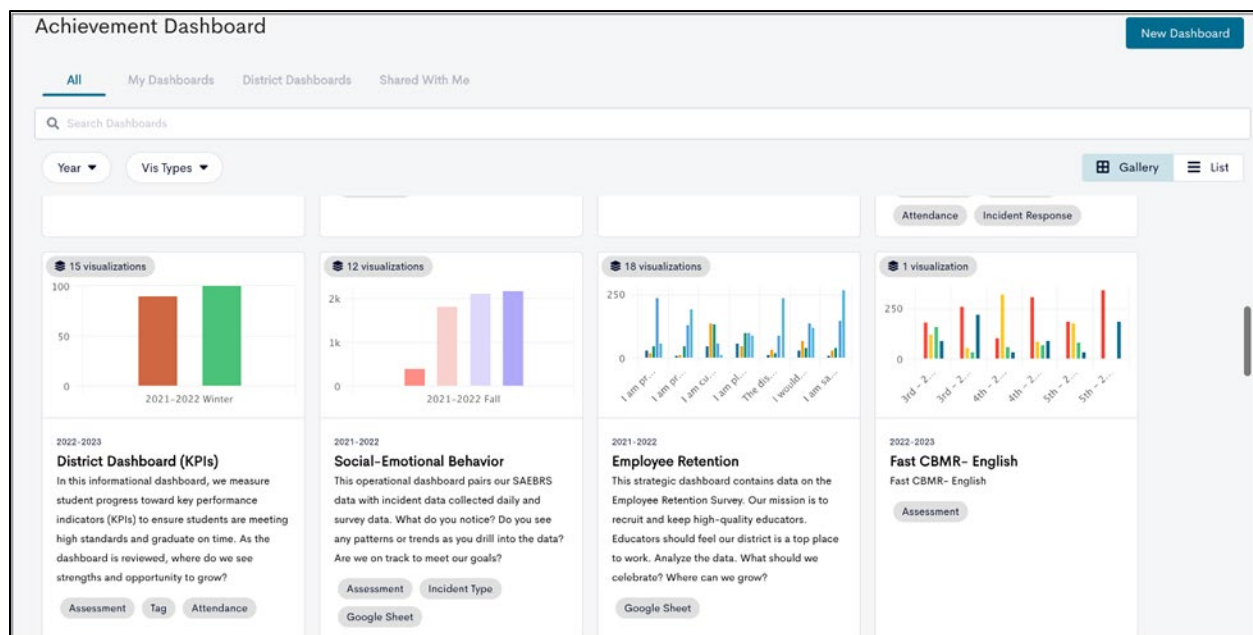


Figure 29. eduCLIMBER's Achievement Dashboard: Proper planning for dashboards delivers effective data in a format that meets the needs of all users.

Reports and Features

eduCLIMBER Reporting and Analytics is an interactive tool that allows you to visualize data from assessments, behavior incidents, attendance, and MTSS/RTI to use in minutes. Analytics are displayed in real-time with minimal interaction required. Users only have to set up the view, data wall, or report they would like one time. Users can easily request alternative views of reports and data walls with a simple click of a change of view.

- Establish a unified online system where data can be collected, analyzed, and reported providing early warnings and supports for struggling learners across content areas.
- Easily import data from nearly any standardized norm-referenced, criterion-referenced formative/summative assessment.
- Identify and create a continuum of multiple supports for all students.
- Evaluate and monitor the effectiveness of interventions within districts.
- Save time and effort correlating and sharing data with various stakeholders.

Visualizations that Fit Your Needs and Preferences

eduCLIMBER provides interactive visualizations that display whole child data. This often includes academic (assessments at various levels, class grades, etc.), attendance, behavior, social-emotional learning, intervention, health data, and other sources. The following table outlines the reporting features available within the system. Please visit the [eduCLIMBER Key Reports](#) document for visualizations of the features provided below.

Table 10. eduCLIMBER Features and Reports

Features/Reports	Description
Student Profile	The Student Profile combines a student's whole child data into one place for both current and past years. Users can click to drill into any academic, social-emotional behavior (SEB), attendance, behavior incident, intervention, and qualitative data point to see trends over time and quickly get a full picture of learning and needs for each student. They can then examine root causes, explore past instruction and intervention strategies (and their effectiveness), and easily triangulate data to provide the right whole-child supports.

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Students 3D	Students 3D is a Dynamic Data Definer that enables teams to analyze data from many lenses, reveal patterns in data outcomes, and explore areas of inequity. Educators can dynamically disaggregate assessment, attendance, incident, and other data by gender, ethnicity, meal status, and disability code. User can combine various filters to reveal trends across data sources that might otherwise go undetected and define groups of students who need additional supports—visualizing the students behind the data.
Charting Module	The Charting Module includes interactive graphs that immediately populate after academic, SEB, attendance, and behavior incident data are added. Educators can use Charts to answer high-level questions about achievement and growth across many data sources. They can click into any chart to see longitudinal patterns and subskill details. Users can also filter charts to disaggregate data by different groups of students.
Collections Module	The Collections Module helps data teams “pin” charts, data walls, and key documents together to easily access or share. Users can quickly pull appropriate data for meetings or data conversations. They can also easily monitor key data for different groups of students throughout the year, without having to recreate reports or navigate to multiple places throughout the system. The pinned charts and data walls are automatically updated in real-time as new data are added.
Meetings Module	The Meetings Module is a built-in collaboration interface designed to help remote or onsite data teams efficiently make data-driven decisions. The interface pulls up a selected list of students along with their progress monitoring data, intervention data, other key data, and plan records in one place. Agendas and notes can also be added. As a result, teams can spend more time meeting student needs and less time searching for student data.
smartFORMS Module	smartFORMS are customizable templates that can be created for individual students or meetings. They can be used as student plans (e.g., intervention, 504, English learner), for data team agendas, and more. Student data can be pulled directly into student plan smartFORM. Educators can automatically assign Action Items from the smartFORM and easily share access to the appropriate stakeholders. Users create a custom smartFORM or download a template. Users can email smartFORMS to parents and guardians from the eduCLIMBER system.

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Incidents Module	The Incidents Module enables tracking and reporting for behavior incidents. Explore trends across different types of incidents, including positives, majors (office-managed), and minors (classroom-managed). Click to examine patterns in incident details, such as administrative responses, motivations, location, and time of day, to identify needs and responsively allocate resources. Eliminate the need for extra behavior-tracking software: choose to sync with your SIS or directly input data via computer, tablet, or mobile device.
Intervention Module	The Intervention Module is a one-stop hub for entering, monitoring, and evaluating the effectiveness and fidelity of academic, SEB, attendance, and other interventions. Built-in tools track intervention fidelity, participation, and engagement data. eduCLIMBER calculates and provides interactive reporting on participation, implementation fidelity, on track status, and rate of improvement (ROI) by school, grade, intervention, interventionist, and more. Users can click to drill down into data and identify effective interventions that could be expanded—as well as ineffective or unused interventions to discontinue.
Thresholds Module	Thresholds is an early warning and alert system that provides 24/7 automated data monitoring across assessment, attendance, behavior incident, and other data. eduCLIMBER sends automated alert emails to the appropriate users when students cross various thresholds. Educators can use interactive reporting to monitor shifts in universal, group, and individual student needs as they happen. Teachers receive a notification the instant that students indicate they are in need.
Action Items Module	The Action Items Module allows users to create and assign action items to users directly within the system. They serve as a user-friendly to-do list, allowing teams to monitor progress across various tasks. Users who are assigned a task receive an automated email notification, including the due date. When tasks are completed, the assigner is notified to keep communication and workflows moving.

Data Walls via the Charting Module	Data Walls automatically pull together whole-child data in spreadsheet format for effortless data triangulation at the class, group, grade, or school level. Educators can use the default data walls or build their own to visualize data across multiple measures for diagnostic processes, exploring root causes, and identifying class wide trends. They can click into the report to see historic scores, group students, create an intervention on the fly, or check an intervention's status.
Student Learning Objectives via the Charting Module	Student Learning Objectives (SLOs) help educators create assessment or behavior incident goals and action plans at the district, school, grade, class, or student group level. Educators can use the interface to set data-based goals, the date a goal will be completed, logistics needed for planning, and the strategies used to meet the goal. Users can review the summary page to track progress on action steps, add journal entries, and report results.
Effectiveness Report via the Charting Module	The Effectiveness Report visualizes changes in achievement and growth between assessment periods for various measures. Users explore how students are moving between risk levels or performance bands to see where students are increasing in risk, decreasing in proficiency, or remaining stagnant. Educators can click the report to see which students are represented.
Risk Ratio Report via the Incidents Module	The Risk Ratio Report instantly calculates the risk of one group compared to another to help identify the degree of disproportionality in reported behavior incidents. Educators can use this report to identify and quantify areas of disproportionality in their students' behavior incident data, pinpointing students who are impacted by disproportionate practices and monitoring improvement as gaps close.

Customer Support

Call or Chat with Us

Renaissance technical experts are on standby weekdays from 6:30 am to 7:00 pm Central Time.



Phone

[\(800\) 338-4204](tel:8003384204)



Chat

[Chat with us](#)



Support

[Contact support](#)



Demo

[Request a demo](#)

Asynchronous Resources

Renaissance provides ongoing technical support and a wealth of resources to current customers. Schools and districts with a current Renaissance subscription receive access to a wide array of tools and tutorials, as well as technical support, for no additional charge. These product experts help with setup, functional usage, and troubleshooting of Renaissance programs. Additional offerings include:

- **Smart Start product training** (renaissance-u.com/#/public-dashboard) is available on-demand, is provided at no additional charge.
- **How-to Webinars** provide access to free recorded webinars (<https://www.renaissance.com/resources/webinars/>) that address the policies, problems, practices, and programs that drive education today.
- **Renaissance Help Center** (<https://help.renaissance.com>) makes it easy to browse information by solution or search by a desired topic. Help content includes topic overviews, report information, step-by-step directions to perform specific tasks, troubleshooting tips, and glossaries, as well as links to related articles and resources, recorded webinars, and implementation guides.
- **Knowledge Base** (<http://support.renlearn.com/techkb/>) allows users to find detailed, step-by-step answers to common technical questions. Users can type in a keyword search of technical support information that can further be refined by solution, platform, category, and keyword.
- **Renaissance Blog** (<https://www.renaissance.com/about-us/blog/>) addresses a range of pertinent topics, such as student growth, personalized learning, and intervention. Posts also feature shareable tips, resources, and insightful thoughts on K–12 education.
- **Renaissance Resources portal** (<https://www.renaissance.com/resources/>) links customers to essential information to boost their implementations. Content includes product login help, product updates, inspiring success stories, and informational videos. Educators also can use this portal to register for upcoming seminars or access on-demand webinars led by industry experts.

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- **Renaissance Research Library** (<https://research.renaissance.com>) hosts detailed information about the hundreds of studies that support the effectiveness of Renaissance’s personalized practice, screening, and progress monitoring tools.
- **Renaissance Educator Network** (<https://www.renaissance.com/resources/renaissance-educator-network/>) is a community of educators exclusive to Renaissance customers. Participants can connect with other educators; share expertise, best practices, and successes; give feedback about Renaissance products; access resources; and participate in fun activities. Educators and industry leaders have recognized the Renaissance Educator Network (REN) program, which won Program of the Year in the Mid-Market category at the 2021 Influutive BAMMIE awards.

Key Personnel

Connor J. Gray

Madison, Mississippi

(601) 914-2583 | connor.gray@renaissance.com

Professional Experience

Renaissance Learning – Wisconsin Rapids, WI

Account Manager, Mississippi

2023 – Present

- Build, grow, and lead partnerships with 48 school districts in the State of Mississippi

Paper – Montreal, Quebec | Las Vegas, NV

Senior Customer Success Manager, Mississippi

2022 – 2023

- Helped spearhead the software implementations and on-site professional development for 137 school districts, 800+ campuses, and 400K+ students on a multi-year contract with the Mississippi Department of Education to provide 24/7 on-demand, live, tutoring to all students in grades 3– 12 in the state of Mississippi

Remind – San Francisco, California

Enterprise Customer Success Manager

2021 – 2022

- Successfully led the implementation, professional development, and renewal cycle of software for 28 major school districts in the US, including District 75 in New York City, Katy ISD, and Cypress-Fairbanks ISD. Achieved 100% renewal rate as of through strategic planning, meticulous execution, and relationship building.

Imagine Learning – Provo, Utah

Area Partnership Manager, North Carolina

2016 – 2020

- Facilitated the adoption of technology by leading professional development sessions with administrators and users, enabling successful implementation of multiple technology products to meet partner-defined strategic objectives.

Education

MS, Marketing, Florida State University—Tallahassee, Florida

BS, Finance, Florida State University—Tallahassee, Florida

Hilary Norwood

Ocean Springs, MS

(601) 914-2581 | hilary.norwood@renaissance.com

Professional Experience

Renaissance Learning – Wisconsin Rapids, WI

Account Manager

2022–Present

- Drives to achieve revenue goals through prospecting, qualifying, and closing new business
- Assists in managing and selling assigned products and services while working with cross-functional teams to meet customer needs and achieve goals
- Manages and resolves customer concerns or issues related to sales opportunities
- Maintains accurate customer data within CRM

LearningMate – Princeton, NJ

Subject Matter Expert

2022–2023

- Designed curriculum resources and online lessons for clientele

Jackson County School District – Jackson, MS

Curriculum Specialist

2020–2022

- Collaborated with teachers on lesson design, planning, and resource development
- Observed and provided feedback to teachers and administrators
- Provided feedback on student progress through data analysis
- Created and provided professional development opportunities
- Calculated and predicted accountability ratings for schools and district

Teaching Experience

Ocean Springs School District – Ocean Springs, MS

Secondary Science Teacher

2015–2020

- Taught multiple science courses including Advanced Placement and International Baccalaureate Biology, Chemistry, Zoology, Physical Science, and Biology I. Completed the Science Teacher Leadership Academy through the University of Mississippi

Biloxi Public Schools – Biloxi, MS

Secondary Science Teacher

2013–2015

- Taught Chemistry and Biology

Education

MSEd, Educational Leadership, Arkansas State University—Jonesboro, AR

BS, Biological Sciences, University of Southern Mississippi—Long Beach, MS

Professional Learning

Research proves that Renaissance solutions have the greatest effect on student achievement when they are implemented with quality and fidelity. Our professional learning services teach educators new strategies and skills, help them apply what they learn in their classrooms, and monitor outcomes to drive continuous improvement.

Renaissance has 39 years of experience helping teachers to implement instructional best practices through our professional services. Our consulting team brings decades of combined educational experience and expertise in facilitating adult learning. With diverse backgrounds spanning various education levels and advanced degrees—superintendents, curriculum directors, principals, academic coaches, resource teachers, and classroom educators—we deliver exceptional professional learning. Our focus centers on leveraging Renaissance solutions to assess student knowledge, evaluate intervention effectiveness, and guide instructional decisions.

The Customer Success Team will partner with your district to ensure a successful implementation grounded in best practices for project management and professional learning. The collaborative model leverages multiple internal teams to provide a proactive, solution-focused rapport and strong thought partnership. The Customer Success Manager is the central point of contact who facilitates communication between key district stakeholders and internal Renaissance teams, including Customer Education Leaders.

Renaissance’s consulting team will be providing Professional learning opportunities for educators at all levels. This team has planned, prepared, and provided professional learning for school level, district level and state level implementations. In our extensive experience supporting implementations of all sizes, Renaissance maintains a high net promoter score (NPS) of 97, with over 90% educators rating their professional learning experiences as above average or excellent.



Together our consultants have decades of administrative and teaching experience. This enables them to provide exceptional professional learning for a variety of audiences in various formats to ensure we fully support a customer’s implementation goals. Renaissance offers multiple modalities to meet any need, schedule, learning preference, and budget. Note that Renaissance can deliver all synchronous

(consultant-led) offerings onsite and/or remotely. We will quote costs after determining the requirements of the training, expected learning outcomes, and number of participants.

Renaissance will work directly with individual districts to customize professional learning plans addressing their unique implementation needs and priorities. Information about Renaissance's professional learning offerings is included below.

Onsite and Virtual Professional Development Offerings

We offer a variety of professional learning opportunities and resources that move beyond product training to ensure alignment with the unique goals and needs of NPSD. Professional development sessions can be delivered virtually or onsite for up to 30 participants per Professional Learning Consultant. Prices are included in the Price Proposal. Renaissance professional development offerings include:

Live Webinars Tailored to Mississippi District Goals

Renaissance will deliver tailored live webinars that include topics centered around:

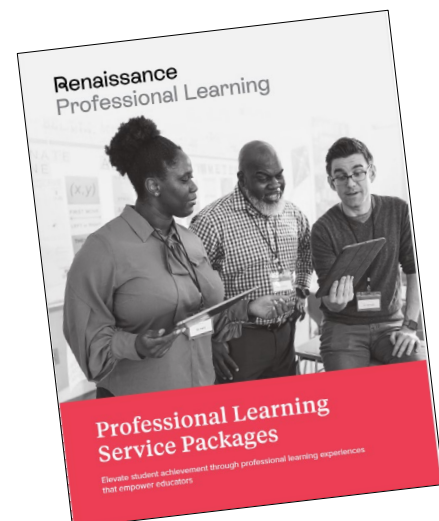
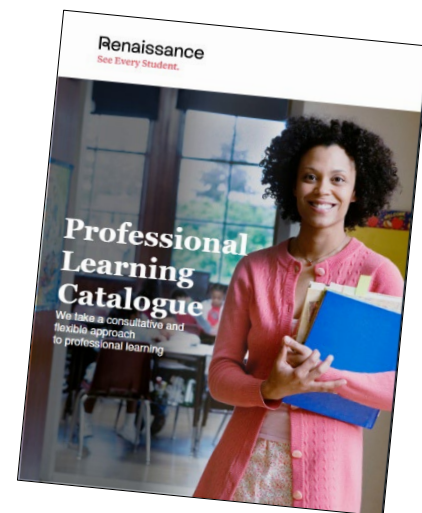
- Administering Star Computer-Adaptive Assessments
- Working with Essential Star Data
- Measuring Achievement and Growth with Star
- Planning Targeted Instruction with Star
- Setting Goals and Progress Monitoring

Administrator Workshop

We provide dedicated planning sessions for administrators to ensure a successful rollout. During these sessions, we collaborate with Mississippi district administrators to set clear goals, manage expectations, and establish realistic timelines for implementation.

Data Reviews

This offering is intended for teachers and building level administrators. Professional Learning Consultants will lead data reviews and guide conversations around data that lead to next steps for instruction.



Consultative Learning Opportunities

Based on your goals and specific needs, Renaissance's Professional Learning Team offers additional consultative learning opportunities, described below.

New Teacher Training

We offer training sessions tailored for both new teachers and those with varying levels of experience using Renaissance solutions.

Support for Learning Strategists and Special Education Staff

Specialized sessions designed to provide role-specific training for users.

Guidance Coaching

These sessions refer to designated times when a Renaissance consultant is available to meet with educators. During these sessions, individuals can seek assistance, ask questions, or receive personalized guidance related to the implementation of Renaissance solutions. It is an opportunity for direct interaction and coaching.

Professional Learning Communities

These sessions refer to elected times when a Renaissance Professional Learning Consultant is available to meet with teachers during planning times. During these sessions, individuals can ask questions, receive personalized guidance related to the implementation of Renaissance solutions, and dive deeper into the designated topic. Professional Learning Communities provide an opportunity for direct interaction and coaching.

Please visit the [Professional Learning Catalogue](#) and [Professional Learning Service Package Brochure](#) for more information.

References

Three references are provided below. These districts may be contacted directly to learn more about their successes with Renaissance.

Reference #1	
Contact Name, Title, Email	Dr. Misty Spencer, Assistant Superintendent misty.spencer@biloxischools.net
Organization Name	Biloxi Public Schools
Phone Number	(228) 374-1810, ext 1129
Address	160 St Peter St Biloxi, MS 39530

Reference #2	
Contact Name, Title, Email	Missy Bufkin, Ed.D., Curriculum/Federal Programs Director mabufkin@jonesk12.org
Organization Name	Jones County School District
Phone Number	(601) 649-5201
Address	5204 HWY 11 North Ellisville, MS 39437

Reference #3	
Contact Name, Title, Email	Vernita Wilson, Ed.D., Assistant Superintendent vwilson@starkvillesd.com
Organization Name	Starkville Oktibbeha Consolidated School District
Phone Number	(601) 966-1406
Address	401 Greensboro St Starkville, MS 39759

Implementation

A Renaissance Implementation Coordinator works with district personnel to assist with the setup and installation of your Renaissance software and to define the strategies that will be used to meet implementation goals. The Implementation Coordinator serves as a single point of contact throughout the implementation process and provides step-by-step guidance for product setup and implementation.

Our setup and implementation teams work hand in hand with school leaders and technology teams during all phases of project implementation. We adjust implementation timelines to align with school calendars. Typically, our data integration team will complete setup of a school- or district-level Renaissance hosted website within two weeks after receiving district data. Please note that this timeframe may be longer between July and September—our busiest time of year—or if extensive customized solutions are needed.

The Implementation Coordinator’s duties include the following actions:

- Verifying system requirements
- Discussing the transition checklist
- Providing access to each school’s Renaissance hosted site
- Coordinating the steps the school or district needs to take once student data is transferred to each site, such as setting up IP restrictions, reviewing capabilities, and selecting passwords
- Organizing any additional professional development the school or district may choose to purchase

The following table details the three phases of Renaissance product implementation: preparation and data transfer, installation and setup, and data import and entry.

Table 11. Implementation Phases

Implementation Tasks	Roles And Responsibilities	Time Needed
Phase 1: Preparation and Data Transfer		
Verify client devices meet system requirements. <ul style="list-style-type: none"> Be prepared to download the necessary supporting software on all client computers Note that pop-up blockers, including Yahoo! and Google toolbars, may prevent Renaissance programs from functioning as desired 	The school administrator or technology coordinator will verify that each school meets the necessary requirements.	30–90 minutes per school. Time may vary based on number of devices
Create an account at the Renaissance Customer Center webpage. This provides users with unlimited access to resources.	All teachers and administrators should create individual accounts.	10 minutes per user for signup
Phase 2: Installation and Setup		
Distribute connection information for Renaissance. Because programs are hosted by Renaissance, the implementation coordinator will provide each school's contact with connection information when the corresponding Renaissance site is established.	The school or district administrator will make this information available to all staff members who will be using the programs.	30 minutes
Create reporting periods. <ul style="list-style-type: none"> We recommend customers align reporting periods to match school or district marking periods Note that some Renaissance reports cannot be run until reporting periods are created 	The school or district administrator will set up this schedule.	30 minutes
Set data consolidation schedule. <ul style="list-style-type: none"> A data consolidation must occur before users can run any Renaissance reports Run data consolidations as often as desired to see updated reports in the Renaissance reports section 	The school or district administrator will set up this schedule.	10 minutes

Implementation Tasks	Roles And Responsibilities	Time Needed
<p>Download necessary software on all client devices.</p> <ul style="list-style-type: none"> Click on Check Software Requirements on the Renaissance welcome screen Renaissance will check for necessary supporting software The user will receive alerts of the versions of software available on the device, as well as the Renaissance programs that will use those programs If necessary, software is missing, click on the appropriate install version link to download instructions and download the software 	<p>An administrator user will log in on the client device to download the applications.</p>	<p>1 day per school.</p>
Phase 3: Data Import and Entry		
<p>Set up IP restrictions on your Renaissance home page.</p> <p>We recommend setting IP restrictions to ensure Renaissance applications provide the most secure environment for student growth.</p>	<p>The school or district administrator or technology coordinator will add these restrictions to the Renaissance site for all schools.</p>	<p>30 minutes</p>
<p>Review capabilities in Renaissance home page.</p> <ul style="list-style-type: none"> There are seven user roles: district administrator, district staff, school administrator, school staff, teacher, student, and parent Each role has set permissions to allow the user to perform specific tasks and view different levels of data 	<p>School administrators will review and set user roles and capabilities for their staff members.</p>	<p>1 hour</p>
<p>Confirm that all client devices are set to print to a default printer. The software applications print reports for teachers and students.</p>	<p>School administrators will confirm that all devices are set to a default printer.</p>	<p>30 minutes</p>

Implementation Tasks	Roles And Responsibilities	Time Needed
<p>Show teachers and administrators how to log into Renaissance home page.</p> <ul style="list-style-type: none"> • Give teachers their usernames and passwords • Show teachers how to find student passwords • Teachers will give students their usernames and passwords • Begin using Renaissance applications 	<p>District administrators communicate log-in details to school administrators who communicate log-in details to teachers who communicate log-in details to students.</p>	<p>1 hour</p>

Custom Data Integration (CDI)

Renaissance Custom Data Integration (CDI) is optional and available at the district level. It is a custom-built solution that supports SSO and synchronizes a district's SIS with Renaissance applications nightly. We have built integrations that allow our products to sync seamlessly with more than 80 popular SIS platforms. The CDI service can use data files provided by a district via SFTP or pull data directly through an API connection to the SIS or data provider. The CDI service allows us to customize additional features that are not available without the service, such as setting student and teacher usernames and passwords, automatically assigning products to courses, and filtering courses provided from SIS data to ensure only desired courses appear in Renaissance.

The CDI service saves districts time, allowing Renaissance to mirror a district's SIS automatically. The district does not have to enter the same information in two different systems. For example, a staff member might add data for a new student to their SIS on Monday. The SIS and CDI service synchronize as scheduled that evening, and the student's data appears in the Renaissance site on Tuesday morning—no additional data entry required. Rostering elements processed by the CDI service include:

- School information
- Student information
- Educator information
- Usernames/passwords
- Student school enrollment
- Student class enrollment
- Terms
- Courses
- Ethnicities
- Student characteristics
- Classes
- School years and marking periods

The district works with a Data Integration Setup Coordinator, who will help extract your SIS data and set up a process where Renaissance retrieves this data on a regular basis. The CDI service validates the data, identifies any additions, changes or deletions in the SIS data, and processes these changes in the district's Renaissance site.

Single Sign-On

Districts using Renaissance's CDI service have access to several different SSO options, including Clever, ClassLink, Schoology, and more. We can also work with districts to help implement new SAML 2.0 SSO options.

Setup Process

A Renaissance Data Integration Setup Coordinator will work with district technical staff to plan the services that best meet your data management needs.

Once our team completes the initial data programming, we will provide a demonstration site for the district administrators to review. Once the district team reviews and approves this demonstration site, we will install the integration service on your live Renaissance site and CDI will continue to update Renaissance nightly. As part of the CDI service, the district team will gain access to nightly extracts on an SFTP site containing records for their district site.


More information is available at <https://renaissance.widen.net/s/dz728sfk7q/r60036-rp-data-integration-services>.

Proposal Assurances

Proposal Assurances

We do furnish and deliver the services and products as listed in the proposal according to your specifications and quantities at the unit prices listed. These prices will be guaranteed until December 31, 2025
(please enter date).

Both unit prices and total prices have been submitted with the understanding that we will be responsible for making complete deliveries accordingly. We also agree not to request permission to withdraw our bid after bids have been publicly opened.

Company/Vendor	
Company Name Renaissance Learning, Inc.	Company Address 2911 Peach Street Wisconsin Rapids, WI 54494
Contact Name and Title (Print or Type) Ted Wolf, Chief Financial Officer	Phone Number (800) 338-4204
Signature 	Date April 21, 2025
Name Ted Wolf	Title Chief Financial Officer



IRS W-9 Form

Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

Give form to the
requester. Do not
send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) Renaissance Learning, Inc.	
	2 Business name/disregarded entity name, if different from above.	
	3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor <input checked="" type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions)	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) 5 Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)
	3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/>	(Applies to accounts maintained outside the United States.)
	5 Address (number, street, and apt. or suite no.). See instructions. PO Box 8036 / 2911 Peach Street	Requester's name and address (optional)
	6 City, state, and ZIP code Wisconsin Rapids, WI 54495	
	7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number								
			-			-		
or								
Employer identification number								
3	9	-	1	5	5	9	4	7
								4

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person 	Ted Wolf Chief Financial Officer	Date April 23, 2025
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

must obtain your correct taxpayer identification number (TIN), which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid).
- Form 1099-DIV (dividends, including those from stocks or mutual funds).
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds).
- Form 1099-NEC (nonemployee compensation).
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers).
- Form 1099-S (proceeds from real estate transactions).
- Form 1099-K (merchant card and third-party network transactions).
- Form 1098 (home mortgage interest), 1098-E (student loan interest), and 1098-T (tuition).
- Form 1099-C (canceled debt).
- Form 1099-A (acquisition or abandonment of secured property).

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

Caution: If you don't return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding*, later.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued);
2. Certify that you are not subject to backup withholding; or
3. Claim exemption from backup withholding if you are a U.S. exempt payee; and
4. Certify to your non-foreign status for purposes of withholding under chapter 3 or 4 of the Code (if applicable); and
5. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting is correct. See *What Is FATCA Reporting*, later, for further information.

Note: If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien;
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;
- An estate (other than a foreign estate); or
- A domestic trust (as defined in Regulations section 301.7701-7).

Establishing U.S. status for purposes of chapter 3 and chapter 4 withholding. Payments made to foreign persons, including certain distributions, allocations of income, or transfers of sales proceeds, may be subject to withholding under chapter 3 or chapter 4 of the Code (sections 1441–1474). Under those rules, if a Form W-9 or other certification of non-foreign status has not been received, a withholding agent, transferee, or partnership (payor) generally applies presumption rules that may require the payor to withhold applicable tax from the recipient, owner, transferor, or partner (payee). See Pub. 515, *Withholding of Tax on Nonresident Aliens and Foreign Entities*.

The following persons must provide Form W-9 to the payor for purposes of establishing its non-foreign status.

- In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the disregarded entity.
- In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the grantor trust.
- In the case of a U.S. trust (other than a grantor trust), the U.S. trust and not the beneficiaries of the trust.

See Pub. 515 for more information on providing a Form W-9 or a certification of non-foreign status to avoid withholding.

Foreign person. If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person (under Regulations section 1.1441-1(b)(2)(iv) or other applicable section for chapter 3 or 4 purposes), do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Pub. 515). If you are a qualified foreign pension fund under Regulations section 1.897(l)-1(d), or a partnership that is wholly owned by qualified foreign pension funds, that is treated as a non-foreign person for purposes of section 1445 withholding, do not use Form W-9. Instead, use Form W-8EXP (or other certification of non-foreign status).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a saving clause. Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items.

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if their stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first Protocol) and is relying on this exception to claim an exemption from tax on their scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

Backup Withholding

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 24% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include, but are not limited to, interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third-party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester;
2. You do not certify your TIN when required (see the instructions for Part II for details);
3. The IRS tells the requester that you furnished an incorrect TIN;
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only); or
5. You do not certify to the requester that you are not subject to backup withholding, as described in item 4 under "*By signing the filled-out form*" above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code*, later, and the separate Instructions for the Requester of Form W-9 for more information.

See also *Establishing U.S. status for purposes of chapter 3 and chapter 4 withholding*, earlier.

What Is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all U.S. account holders that are specified U.S. persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code*, later, and the Instructions for the Requester of Form W-9 for more information.

Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you are no longer tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account, for example, if the grantor of a grantor trust dies.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Line 1

You must enter one of the following on this line; **do not** leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account (other than an account maintained by a foreign financial institution (FFI)), list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9. If you are providing Form W-9 to an FFI to document a joint account, each holder of the account that is a U.S. person must provide a Form W-9.

• **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

Note for ITIN applicant: Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040 you filed with your application.

• **Sole proprietor.** Enter your individual name as shown on your Form 1040 on line 1. Enter your business, trade, or "doing business as" (DBA) name on line 2.

• **Partnership, C corporation, S corporation, or LLC, other than a disregarded entity.** Enter the entity's name as shown on the entity's tax return on line 1 and any business, trade, or DBA name on line 2.

• **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. Enter any business, trade, or DBA name on line 2.

• **Disregarded entity.** In general, a business entity that has a single owner, including an LLC, and is not a corporation, is disregarded as an entity separate from its owner (a disregarded entity). See Regulations section 301.7701-2(c)(2). A disregarded entity should check the appropriate box for the tax classification of its owner. Enter the owner's name on line 1. The name of the owner entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For

example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner's name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity's name on line 2. If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, enter it on line 2.

Line 3a

Check the appropriate box on line 3a for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box on line 3a.

IF the entity/individual on line 1 is a(n) . . .	THEN check the box for . . .
• Corporation	Corporation.
• Individual or • Sole proprietorship	Individual/sole proprietor.
• LLC classified as a partnership for U.S. federal tax purposes or • LLC that has filed Form 8832 or 2553 electing to be taxed as a corporation	Limited liability company and enter the appropriate tax classification: P = Partnership, C = C corporation, or S = S corporation.
• Partnership	Partnership.
• Trust/estate	Trust/estate.

Line 3b

Check this box if you are a partnership (including an LLC classified as a partnership for U.S. federal tax purposes), trust, or estate that has any foreign partners, owners, or beneficiaries, and you are providing this form to a partnership, trust, or estate, in which you have an ownership interest. You must check the box on line 3b if you receive a Form W-8 (or documentary evidence) from any partner, owner, or beneficiary establishing foreign status or if you receive a Form W-9 from any partner, owner, or beneficiary that has checked the box on line 3b.

Note: A partnership that provides a Form W-9 and checks box 3b may be required to complete Schedules K-2 and K-3 (Form 1065). For more information, see the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

If you are required to complete line 3b but fail to do so, you may not receive the information necessary to file a correct information return with the IRS or furnish a correct payee statement to your partners or beneficiaries. See, for example, sections 6698, 6722, and 6724 for penalties that may apply.

Line 4 Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to you.

Exempt payee code.

- Generally, individuals (including sole proprietors) are not exempt from backup withholding.
- Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.
- Corporations are not exempt from backup withholding for payments made in settlement of payment card or third-party network transactions.
- Corporations are not exempt from backup withholding with respect to attorneys' fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space on line 4.

1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2).

- 2—The United States or any of its agencies or instrumentalities.
- 3—A state, the District of Columbia, a U.S. commonwealth or territory, or any of their political subdivisions or instrumentalities.
- 4—A foreign government or any of its political subdivisions, agencies, or instrumentalities.
- 5—A corporation.
- 6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or territory.
- 7—A futures commission merchant registered with the Commodity Futures Trading Commission.
- 8—A real estate investment trust.
- 9—An entity registered at all times during the tax year under the Investment Company Act of 1940.
- 10—A common trust fund operated by a bank under section 584(a).
- 11—A financial institution as defined under section 581.
- 12—A middleman known in the investment community as a nominee or custodian.
- 13—A trust exempt from tax under section 664 or described in section 4947.

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
• Interest and dividend payments	All exempt payees except for 7.
• Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
• Barter exchange transactions and patronage dividends	Exempt payees 1 through 4.
• Payments over \$600 required to be reported and direct sales over \$5,000 ¹	Generally, exempt payees 1 through 5. ²
• Payments made in settlement of payment card or third-party network transactions	Exempt payees 1 through 4.

¹ See Form 1099-MISC, Miscellaneous Information, and its instructions.

² However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

Exemption from FATCA reporting code. The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) entered on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37).

B—The United States or any of its agencies or instrumentalities.

C—A state, the District of Columbia, a U.S. commonwealth or territory, or any of their political subdivisions or instrumentalities.

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i).

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i).

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state.

G—A real estate investment trust.

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940.

I—A common trust fund as defined in section 584(a). J—

A bank as defined in section 581.

K—A broker.

L—A trust exempt from tax under section 664 or described in section 4947(a)(1).

M—A tax-exempt trust under a section 403(b) plan or section 457(g) plan.

Note: You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns. If this address differs from the one the requester already has on file, enter "NEW" at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

Line 6

Enter your city, state, and ZIP code.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have, and are not eligible to get, an SSN, your TIN is your IRS ITIN. Enter it in the entry space for the Social security number. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note: See *What Name and Number To Give the Requester*, later, for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at www.SSA.gov. You may also get this form by calling 800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at www.irs.gov/EIN. Go to www.irs.gov/Forms to view, download, or print Form W-7 and/or Form SS-4. Or, you can go to www.irs.gov/OrderForms to place an order and have Form W-7 and/or Form SS-4 mailed to you within 15 business days.

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and enter "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, you will generally have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note: Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon. See also *Establishing U.S. status for purposes of chapter 3 and chapter 4 withholding*, earlier, for when you may instead be subject to withholding under chapter 3 or 4 of the Code.

Caution: A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, 4, or 5 below indicates otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code*, earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983.

You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983.

You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third-party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), ABLE accounts (under section 529A), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account) other than an account maintained by an FFI	The actual owner of the account or, if combined funds, the first individual on the account ¹
3. Two or more U.S. persons (joint account maintained by an FFI)	Each holder of the account
4. Custodial account of a minor (Uniform Gift to Minors Act)	The minor ²
5. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee ¹
b. So-called trust account that is not a legal or valid trust under state law	The actual owner ¹
6. Sole proprietorship or disregarded entity owned by an individual	The owner ³
7. Grantor trust filing under Optional Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))**	The grantor*

For this type of account:	Give name and EIN of:
8. Disregarded entity not owned by an individual	The owner
9. A valid trust, estate, or pension trust	Legal entity ⁴
10. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
11. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
12. Partnership or multi-member LLC	The partnership
13. A broker or registered nominee	The broker or nominee
14. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
15. Grantor trust filing Form 1041 or under the Optional Filing Method 2, requiring Form 1099 (see Regulations section 1.671-4(b)(2)(i)(B))**	The trust

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

² Circle the minor's name and furnish the minor's SSN.

³ You must show your individual name on line 1, and enter your business or DBA name, if any, on line 2. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

⁴ List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.)

* **Note:** The grantor must also provide a Form W-9 to the trustee of the trust.

** For more information on optional filing methods for grantor trusts, see the Instructions for Form 1041.

Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records From Identity Theft

Identity theft occurs when someone uses your personal information, such as your name, SSN, or other identifying information, without your permission to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax return preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity, or a questionable credit report, contact the IRS Identity Theft Hotline at 800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for Taxpayers.

Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 877-777-4778 or TTY/TDD 800-829-4059.

Protect yourself from suspicious emails or phishing schemes.

Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to phishing@irs.gov. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 800-366-4484. You can forward suspicious emails to the Federal Trade Commission at spam@uce.gov or report them at www.ftc.gov/complaint. You can contact the FTC at www.ftc.gov/idtheft or 877-IDTHEFT (877-438-4338). If you have been the victim of identity theft, see www.IdentityTheft.gov and Pub. 5027.

Go to www.irs.gov/IdentityTheft to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and territories for use in administering their laws. The information may also be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payors must generally withhold a percentage of taxable interest, dividends, and certain other payments to a payee who does not give a TIN to the payor. Certain penalties may also apply for providing false or fraudulent information.

Pricing

Renaissance has included a list of our 2025 customer pricing options for goods and products. These prices will be in effect through December 31, 2025. Prices are subject to change thereafter. Current customer renewals are subject to annual student subscription and platform fees. Volume discounts may apply to your order. Contact your Account Manager, Hilary Norwood at (601) 914-2581 or hilary.norwood@renaissance.com for a detailed quotation.

Renaissance Student Learning Solutions

Table 1: Assessments pinpoint students' needs, growth, and performance against milestones

Please note that items marked with an * indicate that Renaissance web platform service fees may also apply. Please refer to Table 6 for details.

Item	Cost	Comments
Star Assessments		
Star Comprehensive Suite Subscription *	\$15.95	Per student annual subscription price for Star Reading with Star CBM Reading, Star Math with Star CBM Math, Star Early Literacy, Star Custom, Spanish, and Star CBM Lectura. A minimum of 100 subscriptions per site is required.
Star Comprehensive Suite with SAEBRS Subscription *	\$15.95	Per student annual subscription price for Star Reading with Star CBM Reading, Star Math with Star CBM Math, Star Early Literacy, Star Custom, Spanish, Star CBM Lectura, SAEBRS. A minimum of 100 subscriptions per site is required.
Star Assessments		
Star Essential Suite Subscription	\$13.39	Per student annual subscription price for Star Early Literacy and Star Reading with Star CBM Reading, Star Math with Star CBM Math, Star Spanish, and Star CBM Lectura. A minimum of 100 subscriptions per site is required.
Star Early Literacy		
Star Early Literacy Subscription *	\$5.57	Per student annual subscription price. A minimum of 100 subscriptions per site is required.
Star Reading		
Star Reading Subscription *	\$5.57	Per student annual subscription price. A minimum of 100 subscriptions per site is required.

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Star Math		
Star Math Subscription *	\$5.57	Per student annual subscription price. A minimum of 100 subscriptions per site is required.
Star Custom		
Star Custom Subscription *	\$8.95	Per student annual subscription price. A minimum of 100 subscriptions per site is required.
Star CBM		
Star CBM Reading and Math suite subscription *	\$6.71	Per student annual subscription price for suite of Star CBM Math, Star CBM Reading, and Star CBM Lectura. A minimum of 100 subscriptions per site is required.
Star CBM Reading *	\$4.48	Per student annual subscription price for Star Reading CBM and Star CBM Lectura. A minimum of 100 subscriptions per site is required.
Star CBM Math *	\$4.48	Per student annual subscription price for Star Math CBM. A minimum of 100 subscriptions per site is required.
Star Preschool Literacy Subscription *	\$7.50	Per student annual subscription price for Star Preschool Literacy. A minimum of 30 subscriptions per site is required.
myIGDIs Assessments		
myIGDIs Rostering Services	\$1,000.00	Annual fee for orders between 200–5,000 students.
myIGDIs Assessments Subscription	\$5.41	Per student annual subscription price. A minimum purchase of 30 subscriptions per site is required.
myIGDIs Print Kit – Early Literacy 1.0	\$309.00	Includes print materials to support a single classroom.
myIGDIs Print Kit – Early Literacy – English 2.0	\$309.00	Includes print materials to support a single classroom.
myIGDIs Print Kit – Early Numeracy	\$309.00	Includes print materials to support a single classroom.
myIGDIs Print Kit – ProLADR	\$309.00	Includes print materials to support 30 students.
myIGDIs Print Kit – Early Literacy / P3	\$309.00	Includes print materials to support a single classroom.
myIGDIs Print Kit – Early Literacy – Spanish	\$300.00	Includes print materials to support a single classroom.

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myIGDIs Record Forms – Early Literacy+ (English) 2.0	\$41.20	Student observation record forms for a single classroom. A minimum purchase of 30 subscriptions per site is required.
myIGDIs Record Forms – Early Literacy+ (Spanish) 2.0	\$41.20	Student observation record forms for a single classroom. A minimum purchase of 30 subscriptions per site is required.
Star Phonics Assessments		
Star Phonics Student Subscription	\$3.16	Per student annual subscription price. A minimum of 100 subscriptions per site is required.
Star Phonics Customized Scope and Sequence	\$1,000.00	Per unique sequence, per district. Note that Star Phonics comes with a universal scope and sequence. Customers can purchase this service to align the scope and sequence to specific curriculum.

Table 2: Track students' comprehension, words read, and time spent reading

Please note that items marked with an * indicate that Renaissance web platform service fees may also apply. Please refer to Table 6 for details.

Item	Cost	Comments
Accelerated Reader		
Accelerated Reader Subscription *	\$8.09	Per student annual subscription price. A minimum of 100 subscriptions per site is required.
Bookguide		
Bookguide New Subscription	\$208.00	Per school annual subscription.
Bookguide Renewal Subscription	\$93.25	Per school annual subscription renewal.
Bookguide Single Month Subscription	\$7.75	Per school single month subscription.
myON		
myON Subscription	\$16.22	Per student annual subscription price. A minimum of 100 subscriptions per site is required.
myON Annual License, Tier 1 (renewals only)	\$3749.20	An annual, per school, license for grades pre-K – 12 (1 to 149 students per school). This is available to renewing tier customers or new customers in a district with existing tiered pricing.

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myON Annual License, Tier 2 (renewals only)	\$7,668.35	An annual, per school, license for grades pre-K – 12 (150+ students per school). This is available to renewing tier customers or new customers in a district with existing tiered pricing.
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myON News		
myON News Subscription	\$4.33	Per student annual subscription price. A minimum of 100 subscriptions per site is required.
myON News Annual License, Tier 1	\$1,601.65	Five news articles per day, five days per week, 52 weeks per year (1 to 149 students per school).
myON News Annual License, Tier 2	\$1,931.25	Five news articles per day, five days per week, 52 weeks per year (150 to 349 students per school).
myON News Annual License, Tier 3	\$2,152.70	Five news articles per day, five days per week, 52 weeks per year (350 to 499 students per school).
myON News Annual License, Tier 4	\$2,703.75	Five news articles per day, five days per week, 52 weeks per year (500 to 749 students per school).
myON News Annual License, Tier 5	\$3,033.35	Five news articles per day, five days per week, 52 weeks per year (750 or more students per school).

Table 3: Offer more reading choices

Partner publisher collections allow schools to expand their myON libraries.

myON Add-On Publishers (1-year license)
Available at an added cost, expand the myON core library with targeted add-on collections from our partner publishers. Titles range from pre-K through grade 12, in a mix of fiction and nonfiction and support literacy and teaching goals across the curriculum. Together, these add-on collections offer more than 7,000 additional titles to enhance myON subscriptions and help meet specific learning goals for students. Please access our current collection at https://www.renaissance.com/myon-digital-library/ .

Table 4: Help students achieve skills mastery with personalized instruction and practice

Items marked with † indicate the add-on price available when purchased with Freckle for Math.

Item	Cost	Comments
Freckle		
Freckle for Math	\$16.22	Per student annual subscription price. A minimum of 100 subscriptions per site is required if purchased as a stand-alone subject.

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Individualized Skills Practice Bundle	\$16.22	Per student annual subscription price. Includes Freckle for ELA and Lalilo. Lalilo provides adaptive early literacy practice for phonics, sight words, word families, comprehension, and grammar. A minimum of 100 subscriptions per site is required if purchased as a stand-alone subject.
Freckle for Science	\$5.41	Per student annual subscription price. A minimum of 100 subscriptions per site is required if purchased as a stand-alone subject.
Freckle for Social Studies	\$5.41	Per student annual subscription price. Not available for stand-alone purchase. Must be purchased with Freckle for ELA. A minimum of 100 subscriptions per site is required if purchased as a stand-alone subject.
Freckle for ELA Add-on †		
Freckle for ISP Bundle Add-on Subject Subscription †	\$10.00	Per student annual subscription price. Applicable with Freckle Math. A minimum of 100 subscriptions per site is required as an add-on subject.
Freckle Services		
Freckle Data MAP Upload	\$262.50	Cost is per-site, per-upload. Multiple subjects can be included in a single upload.
Freckle FastBridge Upload	\$0	Cost is per-site, per-upload. Customers must be rostered prior to a Data Upload request.
Flocabulary		
Flocabulary Plus Block Pricing	\$2,500.00	0 – 499 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$5.00	500-999 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$4.85	1,000-1999 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$4.80	2,000-3,999 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$4.60	4,000-9,999 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$4.50	10,000 – 14,999 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$4.40	15,000 – 29,999 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$4.25	30,000 – 49,999 Quantity Range. Provides access to all Flocabulary content.

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Flocabulary Plus Volume List	\$4.00	50,000 – 99,999 Quantity Range. Provides access to all Flocabulary content.
Flocabulary Plus Volume List	\$3.75	100,000 – 99,999,999 Quantity Range. Provides access to all Flocabulary content.
Nearpod		
Nearpod Instructional Suite Block Pricing	\$3,750.00	0 – 499 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$7.50	500 – 999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$7.28	1,000 - 1999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$7.20	2,000 – 3,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$6.90	4,000 – 9,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$6.75	10,000 – 14,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$6.60	15,000 – 29,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$6.38	30,000 – 49,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$6.00	50,000 – 99,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Volume List	\$5.63	100,000 – 99,999,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), and Social Studies Program.
Nearpod Instructional Suite Deluxe Block Pricing	\$6,250.00	0-499 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.

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Nearpod Instructional Suite Deluxe Volume List	\$12.50	500 - 999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$12.13	1,000 – 1,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$12.00	2,000 – 3,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$11.50	4,000 – 9,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$11.25	10,000 – 14,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$11.00	15,000 – 29,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$10.63	30,000 – 49,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$10.00	50,000 – 99,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
Nearpod Instructional Suite Deluxe Volume List	\$9.38	100,000 – 99,999,999 Quantity Range. Provides access to the Nearpod Platform, Library, Math Program (Standards View), Social Studies, EL and 21 st Program.
SchoolCity		
SchoolCity with Inspect Plus Subscription Content up to 1500+ Students. (Limited to Florida)	\$7.84	SchoolCity with Inspect Plus Content up to 1500+ Students

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SchoolCity with Inspect Premium Subscription	\$8.40	SchoolCity with Inspect Premium Content up to 1500+ Students. Inspect Premium includes our next generation science item bank and prebuilt assessments. The ELA, Math, and history content is the same between Inspect Plus and Inspect Premium.
SchoolCity with TX Test Maker Subscription	\$7.34	SchoolCity with TX Test Maker Subscription up to 1500+ Students
SchoolCity with Inspect Plus Content up to 1500 Students	\$11,763.45	SchoolCity with Inspect Plus Content up to 1500 Students
SchoolCity with Inspect Premium Content up to 1500 Students	\$12,567.75	SchoolCity with Inspect Premium Content up to 1500 Students. Inspect Premium includes our next generation science item bank and prebuilt assessments. The ELA, Math, and history content is the same between Inspect Plus and Inspect Premium.
SchoolCity with TX Test Maker Subscription up to 1500 Students	\$11,010.00	SchoolCity with TX Test Maker Subscription up to 1500 Students
SchoolCity, Roster Integration Fee	\$249.00	
A la Carte Options with Any of the Selections Above		
Nearpod English Learner Block Pricing	\$1,000.00	0 – 499 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$2.00	500 – 999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.94	1,000 – 1,999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.92	2,000 – 3,999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.84	4,000 – 9,999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.80	10,000 – 14,999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.76	15,000 – 29,999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.70	30,000 – 49,999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.60	50,000 – 99,999 Quantity Range. Nearpod Program for English Learner Lessons.
Nearpod English Learner Volume List	\$1.50	100,000 – 99,999,999 Quantity Range. Nearpod Program for English Learner Lessons.

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Nearpod 21 st Century Readiness Program Block Pricing	\$1,000.00	0 – 499 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$2.00	500 – 999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.94	1,000 – 1,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.92	2,000 – 3,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.84	4,000 – 9,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.80	10,000 – 14,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.76	15,000 – 29,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.70	30,000 – 49,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.60	50,000 – 99,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod 21 st Century Readiness Program Volume List	\$1.50	100,000 – 99,999,999 Quantity Range. Nearpod Program for 21 st Century Lessons.
Nearpod Social Studies Program Block Pricing	\$1,000.00	0 – 499 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$2.00	500 - 999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.94	1,000 – 1,999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.92	2,000 – 3,999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.84	4,000 – 9,999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.80	10,000 – 14,999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.76	15,000 – 29,999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.70	30,000 – 49,999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.60	50,000 – 99,999 Quantity Range. Nearpod Program for Social Studies Lessons.
Nearpod Social Studies Program Volume List	\$1.50	100,000 – 99,999,999 Quantity Range. Nearpod Program for Social Studies Lessons.

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Table 5: Bring School Data into Focus

Schoolzilla provides actionable insights for district and school leaders to drive continuous learning and equitable improvement in all learning environments.

Item	Cost	Comments
eduClimber		
eduClimber Software License	\$6.75	Bolster your multi-tiered system of support (MTSS) and school improvement practices with an interactive district-level to whole child data management solution. Includes comprehensive progress monitoring and intervention tracking.
eduClimber Software License Block	10,125.00	eduCLIMBER, Software License up to 1500 Students (Up to 1500 students)

Table 6: Technical Services Support Implementations

From automated rostering to custom reporting and personalized support, Renaissance makes it easier to manage subscriptions and data.

Technical Service	Year 1 Cost	Renewal Cost	Comments
Renaissance Web Platform Service (required)	\$750.00		Annual per-school platform fee (regardless of number of Renaissance hosted applications the school uses).
Custom Data Integration Level 1	\$15,000.00	\$5,000.00	50,000+ subscriptions
Custom Data Integration Level 2	\$12,500.00	\$4,375.00	25,001 to 50,000 subscriptions
Custom Data Integration Level 3	\$10,000.00	\$3,750.00	15,001 to 25,000 subscriptions
Custom Data Integration Level 4	\$7,500.00	\$3,125.00	1,501 to 15,000 subscriptions
Custom Data Integration Level 5	\$5,000.00	\$2,500.00	<= 1,500 subscriptions
Custom Reports	\$5,000.00	\$1,000.00	Prices per product, per report for customer specific data extracts or reports.
Support Services – Silver Level	\$25,000.00		Annual, Tier 1 and Tier 2 personalized support catered to customer needs.
Support Services – Platinum Level	\$50,000.00		Annual, Tier 1 and Tier 2 personalized support catered to customer needs. Dedicated assignment of senior support representative, for one key point of contact.
Standard Raw Data Extraction	\$699.00	\$325.00	For automatic raw data SFTP pulls with no customization. Prices are per product, per report.

Appendix

Renaissance

Addendum to Request for Proposal for Web-Based Language Arts and Mathematics Diagnostic Instructional Program (RFP#5711-26)

BETWEEN RENAISSANCE LEARNING, INC. ("Contractor")
AND NORTH PIKE SCHOOL DISTRICT ("Customer")

GENERAL CONDITION: Any products and associated support and services provided by Renaissance to the Customer shall be exclusively governed by the terms and conditions of Renaissance's then-current Terms of Service and License Agreement(s) with any accompanying schedules and policies applicable to the offering ("Agreement"). Renaissance's Agreement has been drafted specifically for use with Renaissance products and services, and as such, is better suited to operate as the Customer's agreement with Renaissance, rather than relying exclusively on Customer's IFB documents. Renaissance is willing to negotiate modifications and/or additions (either from the RFP or to address any other Customer concerns) to its Agreement and any schedules and policies, in discussion with Customer. Renaissance's current Agreement is attached for your review.

SPECIFIC CONDITIONS/EXCEPTIONS: Without in any way limiting the generality of the foregoing, Renaissance's response to the RFP is subject to the following specific conditions and exceptions to RFP provisions, wherever located and/or if a singular term is located in multiple locations and Renaissance only references one location. Again, Renaissance is willing to discuss these conditions and exceptions, as well as any other proposed agreement terms with the Customer.

1. **Page 9, Third Paragraph – Vendor Requirements:** Vendor acknowledges that violating E-Verify Program (or successor thereto) requirements subjects Vendor to the following: (a) cancellation of any state or public contract and ineligibility for any state or public contract for up to three (3) years, with notice of such cancellation being made public, or (b) the loss of any license, permit, certification or other document granted to Vendor by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year, or (c) both.
2. Contractor respectfully submits the following Terms of Service and License Agreement for your consideration, and if necessary, further discussion so that it may be incorporated into the Contract between the parties.

Renaissance

Terms of Service and License

These Terms of Service state the binding legal terms and conditions between Customer and Vendor (as defined below; hereafter “Vendor”) that govern the Products and Services that Customer has contracted to receive pursuant to the Sales Order or Quote provided to Customer by Vendor.

1. **Definitions.** As used above and in these Terms of Service, capitalized words have the meaning set forth in Exhibit A or as otherwise expressly defined in these Terms of Service.
2. **License and Access to Products.**
 - a. License. Subject to the terms and conditions set forth in these Terms of Service, Vendor grants Customer a limited, revocable, non-exclusive, non-transferable, non-sublicensable license during the Term solely to access and use the Products for educational assessment and practice functions. No other license, express or implied, is granted by these Terms of Service.
 - b. Access and Use Limitations.
 - i. Access and Use. Customer may access and use the Products during the period beginning on the first day of the Subscription Period and ending upon the earlier of expiration of the Subscription Period or termination of the Agreement. Access may be restricted during Vendor’s maintenance and updating of the Products.
 - ii. Quantity. The Quote sets forth a quantity for each identified Product or Service. Customer may not exceed the quantities stated in the Quote without further written agreement by the parties, or as described in Section 5(b), below.
 - iii. Access and Use Restrictions. Customer shall not access or use the Products for any purpose beyond the limited license granted in these Terms of Service. Without limiting the foregoing, Customer shall not: (A) copy, modify, or create derivative works of the Products, in whole or in part; (B) rent, lease, lend, sell, sublicense, assign, distribute, publish, transfer, or otherwise make available the Products; (C) reverse engineer, disassemble, decompile, decode, adapt, or otherwise attempt to derive or gain access to the source code of the Products, in whole or in part; (D) use the Products or Content in any manner for (1) designing, developing, using, or deploying any software program or service including but not limited to any purpose related to the training, testing, validating or operating of any software or service incorporating a large language model, foundation model, deep machine learning, generative artificial intelligence, or any other algorithm, model, or process of a nature commonly referred to as artificial intelligence (collectively, “AI Tools”), (2) creating a tool to extract data from our content, (3) assimilating, assembling, or otherwise generating archived or cached data sets containing our content or providing such datasets to another person or entity, or (4) any data aggregation, analysis or mining purposes; (E) remove any proprietary notices from the Products; (F) allow anyone other than Customer or its Authorized Users to access or use the Products; (G) use the Products, including uploading any Customer Data, in any manner or for any purpose that infringes, misappropriates, or otherwise violates any Intellectual Property Rights or other right of any Person, or that violates any applicable law; (H) access or use the Products for any purpose not authorized under these Terms of Service; (I) share, transfer or sell Valid Login Information to anyone other than Authorized Users, and shall be responsible for any access to, or use of, the Products resulting from Customer’s failure to safeguard Valid Login Information; or (J) allow multiple Persons to access or use the Products in a manner intended to avoid incurring fees. Customer agrees to promptly notify Vendor of any actual or suspected unauthorized access to or use of the Products, after which Vendor may then implement a Service Suspension.
 - iv. Authorized Users. Customer may permit its Authorized Users to access and use the Products in the same manner and for the same purposes as Customer, as set forth in these Terms of Service. Customer shall be responsible and liable for all access to and use of the Products by any Authorized User and any other access to the Products permitted or enabled by Customer or an Authorized User.
 - v. Suspension. Notwithstanding anything to the contrary in these Terms of Service, Vendor may suspend access and use for any portion or all of the Products by a Customer or Authorized User if Vendor determines in good faith that: (A) Customer or an Authorized User’s access to or use of the Products and systems disrupts or poses a risk to the security or integrity of any of Vendor’s Products or systems, or any of its customers or vendors; (B) Customer or an Authorized User are accessing or using the Products or systems for fraudulent or illegal activities; (C) any vendor or supplier of Vendor has suspended or terminated Vendor’s access to or use of any third-party product or service necessary to the Products; or (D) Customer has not timely paid any Fees (any such suspension described in subclause (A), (B), (C), or (D) a “Service Suspension”). Vendor shall

use reasonable efforts to provide written notice of any Service Suspension to Customer and to provide updates regarding resumption of access to the Products following any Service Suspension, which shall be in Vendor's sole discretion. Vendor shall use reasonable efforts to resume providing access to the Products as soon as reasonably possible after the event giving rise to the Service Suspension is cured. Vendor will have no liability for any damages, liabilities, losses, or any other consequences of a Service Suspension.

- vi. Customer Hardware, Other Software and Services. Vendor does not bear any responsibility or liability for any Third-Party Services and does not guarantee that any Third-Party Services will operate correctly or that they are compatible or interoperable with the Products.
 - vii. Product Updates, Modifications and Discontinuation. We may update the Products, modify content, provide new functionality, or otherwise change the design of any Product that does not materially impair Customer's usage of the Products. The performance of modifications may result in the temporary unavailability of the product. Vendor may discontinue a Freemium Product in its sole discretion and will provide advance written notice to applicable Customers.
 - viii. AI Technologies. Certain of our Products and Services may include, or involve the use of, AI Technologies and allow for Customer to provide input ("AI Input") and receive output ("AI Output") via the Products and/or Services. Customer is responsible for ensuring that AI Input does not violate any applicable laws and this Agreement. Customer acknowledges and agrees that AI Technologies may not be accurate and shall not solely rely on AI Output for any purpose. Customer shall not use AI Output for any purpose that could have a legal or significant effect on an individual.
3. **State Education Agency Contracts**. To the extent Customer is a School or District purchasing or receiving access to Vendor Products pursuant to or in connection with a contract between Vendor and Customer's State Education Agency or Department of Education ("Agency"), the terms of the contract between Vendor and Customer's Agency are incorporated herein, including applicable data sharing requirements.
4. **Product Addendum(s)**. The applicable Product Addendum(s) found in 'Exhibit B - Product Addendum' shall apply to the extent Customer is accessing such Product(s) pursuant to this Agreement.
5. **Professional Learning and Training Services**. If contracted by Customer, Vendor shall provide the Professional Learning and Training Services identified in the Quote and/or any Statement of Work agreed to by the parties in writing. All Services identified in the Quote, or any applicable Statement of Work shall be governed by these Terms of Service, including the Additional Terms and Conditions set forth in Exhibit C.
6. **Payment Obligations**.
- a. Fees. Customer shall pay Vendor all amounts listed in the Quote ("Fees") within 30 days of invoice date. Customer may not withhold or setoff any amounts due under the Agreement. Vendor may charge interest from the time payment was due until the time paid at the higher rate of (A) 1% per month compounded monthly, or (B) the highest rate allowed by law in Customer's state. Customer agrees that any of Vendor's Affiliates may provide the Products or Services, or issue invoices for amounts owed under any Quote or Sales Order governed by the Agreement. Amounts paid for Products and Services are not refundable, regardless of the extent they are utilized.
 - b. Adjustment for Additional Quantity. Should Customer's use of the Services identified in the Quote and/or any Statement of Work exceed the quantity listed in the Quote, purchase order, Statement of Work, or otherwise, Customer shall be responsible for the payment of additional fees which shall be billed at the applicable rates set forth in the Quote and/or Statement of Work for such usage. Customer will be notified in writing of such additional fees and Customer shall pay for such usage pursuant to Section 5(a), above.
 - c. Taxes. Fees are exclusive of any taxes unless otherwise specified on the invoice as tax inclusive. Customer must pay any applicable value added, goods and services, sales, use, privilege, excise gross receipts, or other transaction taxes, duties, or similar amounts that are owed under this agreement and which Vendor is permitted to collect from Customer under applicable law unless Customer provides Vendor with a valid tax exemption certificate authorized by the appropriate taxing authority. Vendor is responsible for all taxes based on Vendor's net income.
7. **Term; Termination; Effect of Termination**.

- a. **Term.** The term of the Agreement starts on the earlier of (i) the date that the Customer signs the Quote or (ii) the first date of the Subscription Period and continues until the end of the last Subscription Period listed in the Quote (the “Term”), except as set forth in a further written agreement of the parties.
 - b. **Termination.**
 - i. **Uncured Breach:** Either party may terminate the Agreement upon written notice if the other party does not cure a material breach within 30 days of written notice of the breach from the other party describing the breach and stating the intent to terminate.
 - ii. **Non-Payment:** Vendor may terminate Customer’s access to the Products and the Agreement if Customer fails to pay any amount due within 10 business days of written late notice from Vendor.
 - c. **Effect of Expiration or Termination.** Upon expiration or termination of the Agreement:
 - i. all rights and licenses to use and access the Products granted to Customer under the Agreement immediately terminate, and Customer shall cease all access to, and use of, the Products provided to Customer under the Agreement, except that (A) Customer may continue to access the Products for the limited purpose of retrieving Customer Data, during the period set forth in the Data Protection Addendum, and (B) Customer and Authorized Users may continue to access and use the free version of any Premium Hybrid Products that Customer had purchased, in Vendor’s discretion, provided that these Terms of Service shall govern Customer’s continuing access and use of the free version of any Premium Hybrid Products;
 - ii. Customer shall return or destroy, at Vendor’s sole discretion, all Confidential Information of Vendor. Customer shall also be responsible for retrieving Customer Data from the Products, as described in the Data Protection Addendum.
 - iii. each party shall cease the use of the other party’s Intellectual Property Rights; and
 - iv. Customer shall pay Vendor all amounts due under the Agreement upon the earlier of their due dates or 30 days after the effective date of termination.
 - d. **Survival.** Notwithstanding anything to the contrary in the Agreement, all accrued payment obligations under the Agreement, any remedies for breach of the Agreement, Sections 7, 8, 9, 10, 11 and 12, and any provisions that are required by law to survive, shall survive expiration or termination of the Agreement. Further, the Data Protection Addendum and the applicable provisions of these Terms of Service shall survive expiration or termination of the Agreement to the extent that the Data Protection Addendum provides Customer limited access to the Products for the purpose of retrieving Customer Data.
8. **Intellectual Property.** Notwithstanding the limited license granted under these Terms of Service,
- a. **No Transfer of Rights.** As between Vendor and Customer, Vendor owns all Intellectual Property Rights in or embodied by the Products, including any modifications or adaptations made for the benefit of Customer. Except for the license set forth in Section 2 above, neither Customer nor its Authorized Users will obtain, pursuant to or by virtue of these Terms of Service or their use or access to the Products or the Services, any Intellectual Property Rights in the Products or the Services.
 - b. **Customer License to Vendor.** Customer grants to Vendor and its Affiliates a worldwide, perpetual, irrevocable, royalty-free license to use, distribute, disclose, and make and incorporate into the Products any suggestion, enhancement request, recommendation, correction or other feedback provided by Customer or its Authorized Users relating to the operation of the Products.
9. **Confidentiality.** Recipient may use Confidential Information provided to it by or on behalf of the other party (the “Disclosed Information”) only as necessary to perform its obligations or exercise its rights pursuant to this Agreement. Recipient may not disclose the Disclosed Information to any other person or entity except its Affiliate, employee, director, shareholder, member, agent or contractor (each a “Recipient Representative”) for purposes of performing Recipient’s obligations or exercising Recipient’s rights under this Agreement, shall require that each of its Recipient Representatives comply with all obligations of Recipient under this Section 8, and will be liable for any breach of this Section 8 by its Recipient Representative. Recipient shall treat the Disclosed Information with the same level of care that it holds its own Confidential Information. In addition to disclosure to Recipient Representatives as set forth above, Recipient may disclose Disclosed Information to the extent compelled by law, provided Recipient gives the other party prompt prior written notice of the compelled disclosure to the extent legally permitted to permit the other party to seek a protective order, and if disclosed to a government agency seek confidentiality protection if available under applicable laws and regulations. Recipient acquires no licenses or other rights to the Disclosed Information except as otherwise set forth in the Agreement. Notwithstanding anything to the contrary above, Customer PII is governed by the Data Protection Addendum and not this Section 8.
10. **Data.**
- a. **Customer PII and Data Protection Addendum.** Vendor shall comply with its privacy and security obligations for Customer PII as set forth in the Data Protection Addendum, available at <https://doc.renlearn.com/KMNet/R62068.pdf>, incorporated herein.

- b. Data Ownership and License. As between Vendor and Customer, Customer owns the Customer Data. Customer grants Vendor a non-exclusive, royalty-free, worldwide license to use the Customer Data throughout the Term to perform under the Agreement and as further described in the Data Protection Addendum. As between Vendor and Customer, Vendor owns the Vendor Data. Vendor Data is not subject to the use or disclosure restrictions of this Agreement that apply to Customer Data.
- c. Prohibited Data. Customer acknowledges and agrees that the Products are intended for academic, educational and assessment purposes. Customer shall not provide to Vendor any non-academic or non-educational related data such as social security numbers, protected health information, driver's license information, passport or visa numbers, credit card or other financial account numbers, and Vendor has no obligation to monitor for entry of such data. Customer will not: (i) use Customer Data that is subject to third party intellectual property or proprietary rights, including privacy and publicity rights, unless Customer is the owner of such rights or have permission from their rightful owner to post the material and to grant Vendor all of the license rights granted herein; (ii) use material that is unlawful, defamatory, libelous, threatening, pornographic, obscene, harassing, hateful, racially or ethnically offensive or encourages conduct that would be considered a criminal offense, violate any law or is otherwise inappropriate; or (iii) post advertisements or marketing content or solicitations of business, or any material of a commercial nature.

11. Indemnification.

- a. Vendor Indemnification. Vendor shall defend and indemnify Customer and its directors, officers, shareholders, members, employees, agents and representatives against any third-party Claim (including reasonable attorneys' fees) alleging that Customer's use of the Products or Services infringes Intellectual Property Rights, except that Vendor is not responsible for any third-party Claim arising from: (i) modification of Products or Services by, or directed by, Customer, an Authorized User, or a Person who gained access to the Products or Services through the act or omission of Customer or an Authorized User; (ii) any Third-Party Service; or (iii) Customer's use of the Products or Services in violation of or for purposes not contemplated by the Agreement. If Vendor has reason to believe that any of its Products or Services may infringe a third party's Intellectual Property Rights, Vendor may, at its sole expense and option: (i) negotiate a license for Customer's continued access to and use of the Products or Services; (ii) replace or modify the Products or Services with non-infringing Products; or (iii) terminate Customer's access to the Products or Services. The indemnity provided in this Section shall be Customer's sole and exclusive remedy regarding third-party Claims arising from infringement of Intellectual Property Rights.
- b. Customer Indemnification. To the extent permitted by law, Customer shall defend and indemnify Vendor, its Affiliates, and the directors, officers, shareholders, members employees, agents and representatives of each of the foregoing, against all Claims (including reasonable attorneys' fees) brought against or incurred by Vendor: (i) alleging that the combination of a Third-Party Service or configuration provided by Customer when used with the Products, infringes or misappropriates a third party's Intellectual Property Rights, or arising from (ii) Customer's use of the Products in an unlawful manner or in violation of the Agreement, (iii) Customer's use of a Third-Party Service (iv) any breach of Customer's obligations under the Agreement; or (v) the negligence or intentional misconduct of Customer or its Authorized Users, employees contractors, agents or representatives.
- c. Indemnification Procedure. As a condition of the defense and indemnification obligations under Section 10.a or 10.b (as applicable), each party agrees to: (i) promptly notify the other in writing of any third-party Claim for which a party seeks defense or indemnification under these Terms of Service; (ii) provide the defending or indemnifying party sole control of the defense of the Claim; (iii) cooperate at the defending or indemnifying party's expense with reasonable requests in support of the defense Claim; and (iv) refrain from agreeing to or acknowledging liability for the Claim.

12. Warranties and Liabilities.

- a. WARRANTIES. VENDOR PROVIDES THE PRODUCTS AND SERVICES "AS IS". VENDOR MAKES NO WARRANTY OR OTHER PROMISE THAT THE PRODUCTS WILL BE UNINTERRUPTED, SECURE, OR ERROR FREE, OR THAT POSSIBLE DEFECTS WILL BE CORRECTED. VENDOR SPECIFICALLY DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED, OR STATUTORY, REGARDING THE PRODUCTS OR SERVICES, INCLUDING WITHOUT LIMITATION TO ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, GUARANTEED OUTCOME, RESULT OR SUCCESS, OR NON-INFRINGEMENT OR TITLE, OR ANY WARRANTY OR PROMISE ARISING FROM COURSE OF DEALING, USAGE OR PERFORMANCE.
- b. CONSEQUENTIAL, SPECIAL AND SIMILAR DAMAGES. IN NO EVENT WILL EITHER PARTY OR ITS AFFILIATES HAVE ANY LIABILITY ARISING OUT OF OR RELATED TO THE AGREEMENT FOR ANY LOST PROFITS, REVENUES, GOODWILL, OR INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, COVER, BUSINESS INTERRUPTION OR PUNITIVE DAMAGES, WHETHER AN ACTION IS IN CONTRACT OR TORT AND REGARDLESS OF THE THEORY OF LIABILITY EXCEPT AS TO DAMAGES INDEMNIFIED UNDER SECTION 10, EVEN IF A PARTY OR ITS AFFILIATES HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR IF A PARTY'S OR ITS

AFFILIATES' REMEDY OTHERWISE FAILS OF ITS ESSENTIAL PURPOSE. THE FOREGOING DISCLAIMER WILL NOT APPLY TO THE EXTENT PROHIBITED BY LAW.

- c. OTHER LIMITS. VENDOR'S LIABILITY UNDER THESE TERMS OF SERVICE: (I) WILL BE LIMITED TO DIRECT DAMAGES, AND DOES NOT INCLUDE ANY INDIRECT, CONSEQUENTIAL, SPECIAL, EXEMPLARY, PUNITIVE OR SIMILAR DAMAGES; AND (II) WILL NOT EXCEED THE LESSER OF (A) THE FEES, OR (B) \$100,000 AND (C) WITH RESPECT TO SERVICES OR DELIVERABLES, WILL BE LIMITED TO CORRECTION OF SUCH SERVICES OR DELIVERABLES. IF CORRECTION IS IMPRACTICAL, VENDOR WILL REFUND THE FEES RELATED TO NON-CORRECTABLE SERVICES OR DELIVERABLES ON A *PRO RATA* BASIS.

13. Miscellaneous.

- a. Compliance with Applicable Laws. Vendor shall comply with the laws governing it as a provider of the Products and Services. Customer shall comply with the laws governing it as an educational organization or entity or its usage of the Products and Services. To the extent a law is enacted during the Term that substantially changes the obligations of Vendor as a provider of the Products and Services, Vendor may not be able to perform some or all its obligations under the Agreement and will be entitled to terminate said obligations upon written notice to Customer.
- b. Entire Agreement. The Agreement, notwithstanding anything supplementary or to the contrary in any purchase order or other document provided by Customer, constitutes the entire agreement between the parties with respect to its subject matter and supersedes all other agreements or communications, whether written or oral. Any amendments or other changes to the Agreement must be made in writing and signed by both parties.
- c. Severability. If a provision of these Terms of Service is held to be invalid or unenforceable, the remaining provisions shall continue to be valid and enforceable as if such provision had not been set forth in these Terms of Service. Both parties agree to substitute a valid provision most closely approximating the intent of the severed provision.
- d. Waiver. No waiver by a party of a right or obligation under the Agreement is binding unless it is stated in writing to the other party. Failure of a party to enforce a breach of an obligation of another party under the Agreement does not limit that party's right to enforce a subsequent or different breach of that obligation.
- e. Dispute Resolution. Before prosecuting a Claim, the party asserting the Claim must provide the other party written notice of the Claim and not file a Claim until 60 days after that notice is delivered. During those 60 days, the parties each shall make a good faith effort to resolve the dispute. This sub-Section does not apply to or limit either party's right to seek equitable relief, or Vendor's right to suspend or terminate Customer's access to or use of the Products under these Terms of Service.
- f. Limitation of Action. Any Claim by Customer must be brought within two years after the cause of action arose or such shorter period of time as required by applicable law.
- g. Governing Law. For United States-based Customers, the Agreement and all disputes or Claims arising under them are governed and shall be decided under the laws of the state, commonwealth or territory in which Customer resides based on the address set forth in the Quote, without regard to that state's, commonwealth's or territory's choice of law rules. For Customers based outside of the United States, all disputes or Claims arising under the Agreement shall be governed and decided under the laws of the State of Delaware.
- h. Notices. Notices under the Agreement shall be in writing and shall be deemed effective when delivered to the addresses set forth in the Quote (i) in-person, (ii) via the USPS, certified or registered mail, (iii) via reputable courier, addressed to the addresses set forth in the Quote, or (iv) via e-mail, in the case of notice to Vendor at legal@renaissance.com and in the case of notice to Customer, to Vendor's e-mail address of record for Customer, or other administrator.
- i. Assignment. The Agreement may be assigned only with the prior written consent of the other party which shall not be unreasonably withheld or delayed, except that Vendor reserves the right to assign the Agreement without restriction, following commercially reasonable notice to Customer prior to such an assignment, to an Affiliate or in connection with a merger, acquisition, corporate reorganization, or sale of all or substantially all of its or an Affiliate's assets. Upon valid transfer, the Agreement inures to the benefit of, and binds, the successors and assigns of the parties. Any assignment in violation of this Section is invalid.
- j. Relationship of the Parties. The parties are independent contractors, having no other business affiliation. Neither party may assume or create any obligation or make any representation or warranty on behalf of the other party. There are no third-party beneficiaries to the Agreement.
- k. Anti-Corruption. Customer represents that it has not received or been offered any bribe, kickback or payment, or any gift or thing of value from Vendor or its employees or agents that violates any law or policy applicable to Customer. Both parties agree to comply with all anti-corruption laws applicable to it.

- l. Duplicates. The Agreement may be signed separately by the parties and the signature pages combined to create an original. Authorized electronic signatures are valid. Digitized copies of an original copy of the Agreement shall be treated as an original for all purposes.
 - m. Compliance with Export and Sanction Laws and Regulations. The Products and Services may be subject to export laws and regulations of the United States and other jurisdictions. Vendor and Customer each represent that it is not on any U.S. government denied-party list. Customer shall not permit Authorized User access to any Products or Services in violation of any U.S. export or sanction law or regulation.
 - n. Authorization. The signatory for each party represents and warrants that it is duly authorized to enter into the Agreement.
 - o. Equitable Rights. Each party acknowledges that a breach or threatened breach of Section 7 (Intellectual Property) or Section 8 (Confidentiality) may cause the non-breaching party irreparable damage, entitling it to seek equitable relief, in addition to any other remedy.
 - p. Force Majeure. Except for the obligation to make payments, neither party will be liable for any failure or delay in its performance under the Agreement due to any cause beyond its reasonable control, including, without limitation, acts of war or terrorism, acts of God, earthquake, flood, pandemic, embargo, labor shortage, governmental act or failure of the Internet (not resulting from the actions or inactions of Vendor); provided that the delayed party (i) gives the other party prompt notice of such cause, (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance, and (iii) will; not be considered in breach during the duration of the Force Majeure Event. In the event a Force Majeure Event continues for a period of 90 calendar days, either party may elect to terminate the Agreement upon notice to the other party.
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EXHIBIT A

Definitions

"Affiliate" of an entity means any entity controlling, controlled by or under common control with that entity. For the purposes of this definition, "control" means the possession, directly or indirectly, of the power to direct the management and policies of an entity through the ownership of voting securities or other equity.

"Agreement" means these Terms of Service together with any Quote or Statement of Work agreed to by the parties to which these Terms of Service are attached or into which these Terms of Service are incorporated by reference, together with any amendments, modifications, or renewals of such Quote or Statement of Work agreed by the parties in writing.

"AI Technologies" means artificial intelligence, machine learning, or similar technologies, either developed by Renaissance or third parties, that are incorporated into the Products and/or Services.

"Authorized User" means Customer's faculty, staff, administrators, teachers, and students accounted for in the Quote and, if applicable, the parents or legal guardians of those students, in each case who are authorized by Customer to access and use the Products under the strictly limited rights granted to Customer pursuant to the Agreement.

"Claim" means any lawsuit, administrative proceeding, arbitration, or other legal claim for relief.

"Confidential Information" means all technical and non-technical information, including without limitation patent, copyright, trade secret, and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, apparatus, equipment, software programs and software source documents related to the current, future and proposed products and services of each of the parties, and includes without limitation, each party's respective information concerning research, experimental work, development, design details and specifications, engineering, financial information, business forecasts and marketing plans and information. Confidential Information does not include any information that (i) is or becomes generally known to the public without breach of any obligation owed to the disclosing party, (ii) was known to the receiving party prior to its disclosure by the disclosing party without breach of any obligation owed to the disclosing party, (iii) is received from a third party without knowledge of any breach of any obligation owed to the disclosing party, or (iv) was independently developed by the receiving party.

"Content" means all types of information including, without limitation, books, articles, recordings, documentation, photographs, graphics, video, databases or any other compilations rendered available by Vendor or accessible through the Products, as well as all related Intellectual Property Rights. For the avoidance of doubt, Content includes all original expressions in any media, as well as any derivations of such original expressions.

"Customer" means the school, school district, educational institution or other organization that signed the Quote.

"Customer Data" means: (i) data provided by the Customer in connection with the Products, including educational material; and (ii) data generated by Authorized Users' use of the Products that is associated with an individual person. The categories of data collected by Products are described in the Categories of Data Collected by Product available at <https://docs.renaissance.com/R62941>. For the avoidance of doubt, Customer Data does not include Deidentified Data or system performance, transactional, or other similar statistics or analytics.

"Data Protection Addendum" means the Exhibit D, Data Protection Addendum available at <https://docs.renaissance.com/R62068> and incorporated herein, and applicable to PII based on the location of the applicable individual as set forth in the Data Protection Addendum.

"Deidentified Data" means Customer Data that has had any PII removed to such a degree that there is no reasonable basis to believe that the remaining data can be used to identify an individual.

"Deliverables" means any work product or materials to be developed or delivered by Vendor in connection with the Products or Services, as well as all related Intellectual Property Rights.

"Intellectual Property Rights" means patents, patent rights, patent applications, and continuing (continuation, divisional, or continuation-in-part) applications, re-issues, extensions, renewals, and re-examinations of patents; registered and unregistered trademarks and service marks, trademark and service mark rights, trade names, and domain names; registered and unregistered copyrights; trade secrets and inventions, whether patentable or unpatentable; all other intellectual, industrial, or proprietary rights as now existing or that come into existence; and pending applications for and registrations of any of the foregoing; whether arising under the laws of the United States or laws of any other state, country, or jurisdiction in the world.

"Person" means a person, entity or organization.

"Personally Identifiable Information or PII" is defined in the Data Protection Addendum.

"Premium Hybrid Products" means the paid and free versions of the educational online software products (including, without limitation, all related Intellectual Property Rights, Deliverables and Content) including but not limited to Nearpod, Flocabulary, Freckle, and Lalilo, access to which is being provided to Customer under the Agreement.

"Products" means the Premium Hybrid Products and other educational online software products identified in the Quote (including, without limitation, all related Intellectual Property Rights, Deliverables and Content) distributed by Vendor or one of its Affiliates.

"Quote" means that certain document identified as a sales quote, or Sales Order, provided by Vendor to Customer, setting forth certain Products or Services to be obtained by Customer from Vendor for a specified Subscription Period, as well as such other business terms to which the parties agree to be bound. These Terms of Services are incorporated into each Vendor Quote or Sales Order.

"Recipient" means a party or its Affiliate that receives Confidential Information of the other party.

"Sales Order" means that certain document identified as a sales order and shall have the same meaning as Quote.

"Services" means those professional services identified in the Quote and any other professional, technical or support services that Vendor provides to Customer as set forth in a Quote or Statement of Work.

"Service Suspension" means the term as described in Section 2(b)(v).

"Subscription Period" means the time during which Customer's Authorized User are authorized under the Agreement to access the Products. The Subscription Period starts and ends on the dates proscribed in the Quote, unless the Agreement is terminated early by either party; then, the Subscription Period ends on the date of termination.

"Term" means the term as described in Section 7(a).

"Terms of Service" means this Terms of Service and License document and all of the exhibits to it, each of which is incorporated and made part of the Terms of Service.

"Third-Party Services" means hardware, software, network or internet bandwidth, content, data or services not provided by Vendor.

"Valid Login Information" means usernames and passwords or other credentials that Customers or Authorized Users use to access the Products.

"Vendor" means Renaissance Learning, Inc., or the applicable Vendor Affiliate identified on the Quote or Sales Order.

"Vendor Data" means the Deidentified Data and the performance, system and operational data created by Vendor.

Exhibit B – Product Addenda

Nearpod Platform ("Platform") Product Addendum

A. Additional Definitions

"*Admin User*" means a Platform User who has administrator access to the Platform for an Institution.

"*Educator User*" means a single, named, person of legal age who can enter into a contract in the state or country in which the User resides and in no case, is under the age of 18, and who is an instructor or school administrator who has an end-user account to use the Product and is not a student.

"*Institution*" is defined as: a licensed school, district, college, university or other education institution or education agency, whether public or private, that adopts or uses the Platform.

"*Student Users*" means those Platform users who participate in the participant portion of the Product by entering a code provided by the Educator User and accessing the lesson materials or only obtain access to a Student Account (available only in School or District License Editions) if the administrator on that account enables the Product the ability to do so.

B. Accounts, Passwords, and Payments

1. Nearpod Plans. The general terms of each subscription plan are available at <https://nearpod.com/pricing>.
2. Educator Accounts. Vendor has two types of accounts: individual accounts (e.g., Silver, Gold, or Platinum) or Institution accounts (e.g. School or District) as more particularly described below. All these accounts are meant for Educator Users. Students Users do not need accounts to access the Product; however, administrators of Institution accounts will have the option to enable the Student Account feature (as more particularly explained below). Additionally, Vendor offers non-education related accounts for enterprise customers. Vendor reserves the right to change, add, or remove the types of accounts offered and/or how they're named at any time. Children under the age of eighteen are not eligible to purchase access to the Platform or register for an educator account.
 - a. Individual Accounts. The Silver, Gold, and Platinum Accounts are meant for individual users, collectively or individually, as the context may require, they are referred to as "Individual Accounts". They each have different features; however, the following terms are the same for all Individual Accounts. Individuals may only register for an Individual Account if (i) they are an adult (according to the rules of the country where they are located) and (ii) are employed by a school (public or private), a school district, or other Institution. To continue to be eligible for an Individual Account, the Educator User must be continuously employed at an Institution during the subscription period and have authorization from their Institution to use the Product. Furthermore, an Individual Account user's employment status must be independently verifiable, and an Individual Account user may only use the Individual Account to provide access for students if they have authorization to do so and ability to provide consent on their behalf for purposes of COPPA. By registering for an Individual Account, Customer represents and warrants that (i) Customer has the authorization to enter into these Terms on behalf of the Institution in which Customer is employed and to use the Product as part of Customer's learning activities; (ii) that Customer has the authorization to use the Product in accordance with any requirements Customer and their Institution have under applicable laws, including, but not limited to FERPA. If at any time Customer is no longer employed at, or no longer has permission to use the Product, Customer shall notify Vendor immediately at: privacy@nearpod.com.
 - b. School Accounts. School accounts are available to elementary and secondary educational Institutions to be used exclusively by the purchasing Institution, its employees, and its students. A school will be given access for the number of Admin Users and Educator User licenses purchased for its educators and administrators. Each license must be assigned to an individual teacher within the purchasing school using their school provided email address. Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.
 - c. District Accounts. District accounts are available to public school districts to be used exclusively by the purchasing district's employees and its students. A district will be given access for the number of Admin User and Educator User licenses purchased for its educators and administrators. Each license must be assigned to an individual teacher within the purchasing school using their school provided email address. Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.
 - d. Higher Education Accounts. Higher Education Licenses are available to Institutions of higher education to be used exclusively by the purchasing Institutions' employees and its students. A higher education Institution will be given access

for the number of Admin User and Educator User licenses purchased for its educators and administrators. Each license must be assigned to an individual teacher within the purchasing school using their Institution-provided email address. Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.

- e. Enterprise Platform Licenses. Enterprise Licenses are available to companies to be used exclusively by the purchasing company's Student Users. A company will be given access for the number of licenses purchased for its Admin Users and Educator Users. Each license must be assigned to an individual user within the purchasing company using their company-provided email address. Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.
3. Student User Accounts. Admin Users of an Institutional Account shall have the ability to opt-in to this feature. The default of this feature shall be an opt-out. Should an Admin User opt-out of Student Accounts, then Student Users will be able to continue use of the Product through the participation portion of the platform by entering a "join" code.
4. Data Retention During Subscription Period:
 - a. Individual Accounts: Post Session Reports must be downloaded by Customer within 18 months after creation date. Vendor will automatically delete Post Session Reports on a rolling 18 months basis after creation date.
 - b. School, District, High Education, and Enterprise Accounts: All Post Session Reports will be maintained during the Term of the Agreement. Customer will immediately lose access to all Post Session Reports at end of Term. Customer must download Post Session Reports before the end of Term. Vendor will delete Post Session Reports three months after Expiration or Termination of the Agreement.

C. Payments

1. Payment Terms Applicable for Individual Nearpod Licenses that are "Paid Accounts" (i.e., Gold or Platinum):
 - a. Upgrading to Paid Account. Vendor offers Customer the option of upgrading an Individual account to a Paid Account which would increase storage and enable additional features for a fee. If Customer chooses to upgrade, Customer's account will be converted to a Paid Account and will not be subject to some of the restrictions placed on Free Accounts as described at <https://nearpod.com/pricing>. Vendor may change the applicable subscription fee at any time, at our sole discretion, at the end of a subscription period as long as Vendor notifies Customer first by either email to the address associated with Customer's account or by posting on Vendor's website.
 - b. Initial Payment for Upgrade. Vendor accepts credit cards and will automatically charge Customer's payment instrument on file before upgrading an account, if available; or request the necessary payment information as needed. In the event Vendor is not able to charge Customer's payment instrument for applicable charges, Vendor may suspend Customer's account until due amounts are paid. Additionally, if Customer's balance is not paid within seven (7) calendar days after Vendor provides notification that an account is in arrears, Vendor reserves the right to delete some or all of Customer files so as to reduce storage space and to convert a Platform Paid Account back to a free account.
 - c. Automatic Renewal Charges. Plans (other than school-wide or district plans) that are not cancelled before the end of the applicable subscription period will automatically renew and Customer authorizes Vendor to collect the then-applicable subscription fee for such service using any credit card or other payment mechanism Vendor has on record for Customer. All fees and charges are prepaid and nonrefundable, and no refunds or credits for partially used subscription periods are available. If payment is not received from the credit card issuer, Customer agrees to pay all amounts due upon demand. Customer must provide current, complete, and accurate billing and credit card information, and Customer agrees to pay all costs of collection, including attorney's fees and costs, on any outstanding balance. In certain instances, the issuer of the credit card may charge a foreign transaction fee or related charges, which Customer shall be responsible to pay.
 - d. Cancelling account. Customer may cancel a Platform Paid Account at any time, by contacting support@nearpod.com. Cancellation will be effective upon expiration of the then-current Subscription Term. A Paid Account will continue until Customer cancels the Paid Account or Vendor terminates the account, according to the terms of this Agreement. Customer must cancel a Paid Account before it renews to avoid automatic billing of the next subscription term's fees to the credit card on file with Vendor. Should Customer elect to cancel a Paid Account, Customer will not receive any refund for payments made prior to the date of cancellation.
2. Terms Applicable for Institution Nearpod Accounts and Enterprise Accounts:
 - a. Educational Institutions shall pay the fees for use of the Product set forth in the applicable Quote, as set forth in paragraph 6 of the Terms of Service and License Agreement. Vendor accepts credit cards and certain other specified payment methods. This Agreement shall renew automatically for successive one (1) year renewal periods (each a "Renewal Term") unless Customer

provides Vendor with a written notice to the contrary ninety (90) days prior to the end of each renewal term. Each Renewal Term shall incorporate and be governed by Vendor's then current pricing.

- b. To the extent Customer uses a credit card to make payment for fees of more than Five Thousand Dollars (\$5,000.00), an additional fee may be assessed.
- c. All fees are prepaid and nonrefundable, and Customer will not receive any refund or credit for partially used Subscriptions.
- D. **Boardworks Program on the Nearpod Platform.** To the extent Customer subscribes solely to the Boardworks Program through the Nearpod Platform, as indicated on the Quote or Sales Order, Customer will receive access to the Boardworks Program only and will not receive access to Nearpod Premium Content. Certain functionality and features of the Platform were designed for the Nearpod Content and may not be available for the Boardworks Program.
- E. **Third Party Links.** Additionally, the Product may provide users with access to third-party services through API's or content via links to third-party providers. You acknowledge and agree that Vendor is not responsible and shall have no liability for such third-party sites and services, products or services made available through them, or your use of or interaction with them. Whether the third-party content appears within the Product (such as in an embedded video player, including but not limited to YouTube), or Customer or User leaves the Product to view the third party linked content on another website, the third party is in control of and independently produces, maintains, and monitors the content and third-party sites. Customer should review the policies of these third-party sites regarding the collection and use of Customer information as their policies may differ from Vendors. Vendor does not accept any responsibility or liability for the privacy practices of third parties.
- F. **YouTube:** When Customer or its users watch third-party content made available through the Product or navigate to third party sites, such as YouTube, Customer is subject to the third party's terms of use and privacy policies. Customer expressly agrees to be bound by the YouTube Terms of Service available at: <https://www.youtube.com/t/terms>.
- G. **Google:** When Customer or its users access Google applications or content through the Product, Customer is subject to the Google Terms of Use available at: <https://policies.google.com/terms?hl=en-US> and the Google Privacy Policy available at: <https://policies.google.com/privacy?hl=en-US>. Nearpod does not sell Google user data to third parties, and will only use Google user data for the purposes of providing the Services to you. Nearpod does not transfer Google user data to third parties for reasons other than providing or improving the Nearpod services.
- H. **Authorized Use of Open Communication Tools.** Vendor may provide various open communication tools as part of the Product for Educator Users, such as blog comments, blog posts, chat forums, or message boards. By posting information or otherwise using any open communication tools as mentioned, Customer agrees that Customer will not upload, post, share, or otherwise distribute any content that: (i) is illegal, threatening, defamatory, harassing, degrading, intimidating, fraudulent, racist, and pornographic or contains any type of inappropriate or explicit language; (ii) infringes any trademark, copyright, trade secret, or other proprietary right of any party; (iii) attempts any type of unauthorized advertising; or (iv) violates any applicable law or regulation.
- I. **Publicity.** Vendor may advertise, publicly announce, or provide to any other person, information relating to the existence of this Agreement with Customer, including Customer's name for any promotion, publicity, or marketing of the Product.
- J. **Marketing.** Vendor will not use student personal information for third party marketing. Vendor may email Educator Users to provide marketing information about products and services provided by Vendor. Educator Users may opt-out of receiving marketing emails.

Flocabulary Product Addendum

1. **General terms**

- a. Only school staff and parents or guardians may purchase access to the Product. Children under the age of eighteen are not eligible to purchase access to the Product or register for an educator account.
- b. School staff may invite students to participate in Product directly through individual accounts under certain plans, more fully described at: www.flocabulary.com/plans.

2. **Payment Terms**

- a. The general terms of each subscription plan are available at www.flocabulary.com/plans.
- b. **Free Trials:**
 - i. Free trials are not available to anyone under the age of 18.
 - ii. Individuals may only register for the Free Trial Offer one time per year, for a thirty-day trial period.
 - iii. Representatives of schools and districts may request one or more free trial periods as needed to evaluate the Product, which will be granted in Vendor's sole discretion.

- iv. By registering for a free trial, Customer consents to Vendor contacting Customer to follow up on Customer's experience with the Product and potential purchase of a paid license.
- c. Plans paid with a credit card:
 - i. Payments will be charged on the day Customer registers for a service and will cover the use of that service for the subscription period specified for the requested plan.
 - ii. Plans (other than school-wide or district plans) that are not cancelled before the end of the applicable subscription period will automatically renew and Customer authorizes Vendor to collect the then-applicable subscription fee for such service using any credit card or other payment mechanism Vendor have on record for Customer.
 - iii. Subscription fees are non-refundable, though a subscription can be canceled anytime. If you cancel your subscription, you will have access until your next billing date and will not be billed again.
 - iv. For individual accounts that are paid monthly, Customer may have the option to pause Customer's account from time to time. If Customer exercises this option, upon re-activation of Customer's account, the monthly pricing shall automatically be adjusted to the then-current pricing for the applicable plan.
- d. Plans paid for with a purchase order: By submitting a purchase order, Customer agrees to pay the fees owed in full within thirty (30) days of receiving an invoice from Vendor, unless otherwise specified on an Order Form.

Boardworks Platform - Product Addendum

Annual Tech and Maintenance Fee: Existing users of the Boardworks Product on the Boardworks Platform will receive continued access upon payment of the annual maintenance fee, as set forth in the Quote or Sales Order. Customer shall receive access to the Product on the Boardworks Platform for one year, subject to the terms of the Terms of Use and License.

EXHIBIT C

Additional Terms and Conditions – Professional Learning Services (as applicable)

To the extent Customer has ordered Professional Learning Services as part of the Quote, Customer agrees to the following additional terms for any Professional Learning or Training Services (“Training”) made available to it either remotely or on-site:

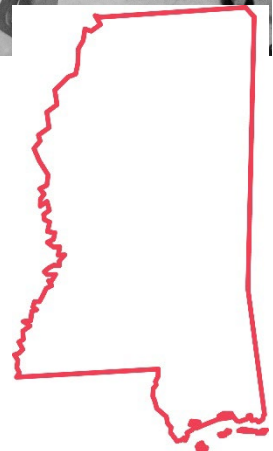
- A. Required Facility and Infrastructure: Customer will provide facilities for use by its remote attendees, as well as any on-site Training, that are conducive to adult learning, including, without limitation, a computer, broadband Internet connection and two-way sound for each of Customer’s participants.
- B. Scheduling Training: Customer will request dates for onsite Training at least four (4) weeks in advance and at least ten to fourteen (10-14) business days in advance for remote sessions. Customer will receive a planning questionnaire at the time of scheduling, and Customer shall promptly return its response to the questionnaire to allow Renaissance to confirm the requested dates. Renaissance may be unable to schedule Training for certain of its products if Customer has not completed required System Management Workshops prior to the Training.
- C. Reserving Training Dates: The Quote or Agreement for the Training must be fully executed between the parties before Vendor will reserve or schedule Customer’s requested Training sessions.
- D. On-Site Training Pre-Planning Meeting: To the extent Customer has requested on-site Training, Customer must participate in a pre-planning virtual meeting with Vendor at least four weeks in advance of the scheduled on-site Training. The preplanning activity allows Vendor to tailor the Training content to the specific needs of the participants. Vendor will focus the Training on learning outcomes agreed to during the pre-planning meeting. Vendor will also strive to adapt the Training to meet needs raised at the Training.
- E. Rescheduling Training: In the event Customer experiences any scheduling issues which necessitate the rescheduling of a Training session, Customer shall notify Vendor immediately. Vendor will work with Customer to reschedule Training sessions which are cancelled with more than forty-eight (48) hours advance notice. In the event Customer fails to request cancellation and does not appear for the scheduling Training, or requests cancellation of a scheduled Training with less than forty-eight (48) hours’ advance notice to Vendor, Customer shall pay a Cancellation Fee which is equal to the price of the cancelled Training session(s) to cover the expenses incurred. The Cancellation fee covers the expenses and costs incurred by Vendor for the Training. To the extent a force majeure event has occurred which necessitated the Training with less than forty-eight (48) hours-notice, Customer shall inform Renaissance as soon as possible of the force majeure event.
- F. Training Utilization Period: Customer will schedule all Training to occur within the Subscription Period memorialized in the corresponding Quote. To the extent Customer fails to utilize all Services during the Subscription Period, Customer will incur a Cancellation Fee equal to the price of the remaining Services to cover the costs already incurred by Vendor during the Subscription Period, unless otherwise agreed by Vendor.
- G. Vendor Training Providers: Vendor may utilize the services of its contracted Consultants to provide the Training. Vendor remains liable for all actions of its Consultants in providing the Training, and Vendor contracts with Consultants will include terms which require Consultant to comply with the terms of this Agreement.
- H. Audio and Video Tools and Copyrights: Vendor will provide the Training using its selected digital tools, including a video call platform which has been selected for delivering remote professional learning. Customer may not video or audio record the Training without prior written consent from Vendor. The Training materials are protected by copyright law, and Customer is not permitted to copy or share the Vendor Training Materials with any other Schools, Districts, or third party.
- I. Participation Limits: The pricing provided for a Training session is based on attendance for remote and on-site Training sessions which include one Renaissance trainer and Customer is capped at thirty (30) participants. To the extent Customer requests more than thirty (30) participants attend a Training, Customer will notify Vendor no less than ten days in advance of the scheduled remote Training, and no less than thirty (30) days in advance of an onsite Training, which will allow Renaissance to secure additional staff. If Customer does not provide notice and additional participants attend a Training, any remaining Training hours on the Customer’s contract will be allocated to cover the additional participant. To the extent Customer has no remaining allocated Training hours, Vendor may invoice Customer a prorated additional fee for Training provided to an excess of thirty (30) participants.
- J. Alternative Services: In the event Customer would like to utilize Training hours for alternate services, Customer may notify Vendor, and the parties may mutually memorialize an alternate Training plan via a written amendment.

Renaissance

See Every Student.

TECHNICAL PAPER | 2024–2025 School Year

Relating Star Reading and Star Math to the Mississippi Academic Assessment Program (MAAP) Tests



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Introduction

At Renaissance, we know that as an educator, chief among your responsibilities is making decisions about how to allocate limited resources to best serve diverse student needs. A good assessment system supports your efforts, by providing timely, relevant information to help address key questions about which students are on track to meet important standards and who may need additional assistance.

Assessments that identify early any students at risk of missing academic standards are especially useful, as they inform instructional decisions to improve student performance and reduce gaps in achievement. Assessments that do this while taking little time away from instruction are particularly valuable. *Interim assessments*, one of three broad categories of educational assessment,¹ indicate which students are on track to meet later expectations (Perie et al., 2007).

This linking study applied results from two interim assessments, Renaissance Star Reading® and Renaissance Star Math®, to help you predict whether individual students are on track or need more assistance to succeed on the year-end summative Mississippi Academic Assessment Program (MAAP) Tests in English language arts and mathematics in grades 3 through 8.²

Assessments that identify early any students at risk of missing academic standards are especially useful.

Main Findings

Results from the linking analysis revealed that Star Reading and Star Math are accurate predictors of the Mississippi Academic Assessment Program (MAAP) Tests, meaning as a Mississippi educator you can use Star scores to:

1. Identify early in the year students likely to miss reading and math yearly progress goals in time to make meaningful adjustments to instruction well before the year-end test.
2. Forecast the percent of students at each MAAP performance level to serve as an early warning system for building and district administrators and allow redirection of resources as needed.

Study

To determine if Star Reading and Star Math can predict student achievement on the end-of-year Mississippi Academic Assessment Program (MAAP) Tests in English language arts and mathematics, we began by linking the score scales for each assessment.

¹ **Formative assessments** are short and frequent processes, embedded in instruction, that support learning and provide specific feedback on what students know and can do versus where gaps in knowledge exist. **Summative assessments** evaluate whether students have met a set of standards and serve most commonly as year-end state-mandated tests. **Interim assessments** represent the middle ground, in terms of duration and frequency and can serve purposes including informing instruction, evaluating curriculum and student responsiveness to intervention, and forecasting performance on high-stakes summative year-end tests.

² Technical manuals are available for Star Reading and Star Math by request to research@renaissance.com.

Data collection

Using a secure data-matching procedure compliant with the federal Family Educational Rights and Privacy Act (FERPA) and Mississippi Department of Education policies, staff from eight Mississippi districts provided Renaissance with state summative test scores for students who had taken Star Reading or Star Math during the 2015–2016 school year. Each record included a student's MAAP scores and was matched with all Star scores for that year.

Sample characteristics

Renaissance divided the Mississippi data into two samples. The **concurrent** sample included students' scores for all Star tests taken within 30 days before or after the mid-date of the MAAP administration window. This sample numbered 13,823 students in grades 3–8 with matched MAAP and Star Reading scores and 10,483 students in those grades with matched MAAP and Star Math scores. In each grade, we then set aside scores from a subset of these students—10%—as a holdout sample to use only to evaluate the scale linkage.

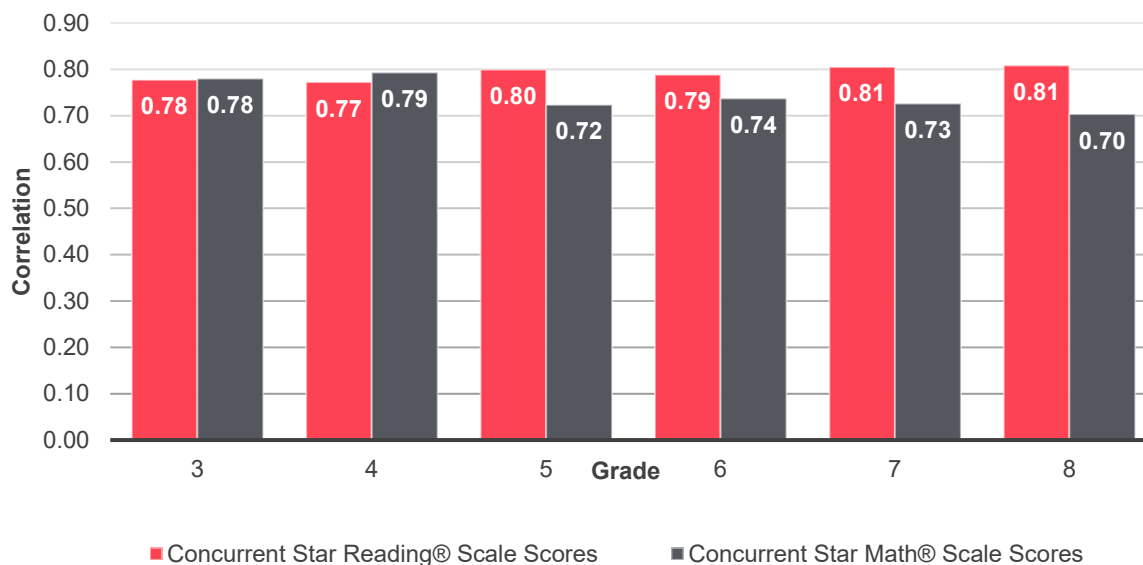
The linking analysis revealed that Star Reading and Star Math are accurate predictors of the Mississippi State Tests.

The **predictive** sample, which included 13,590 students for reading and 10,954 students for math, included Star scores for tests taken more than 30 days before the mid-date in the MAAP testing window.

Correlations

Before linking Star tests with the MAAP, we ensured there was a strong relationship between the test scales. As seen in figure 1, the correlations were positive, averaging .79 and .80 between MAAP and Star Reading and Star Math, respectively.

Figure 1. Star Reading and Star Math scores highly correlate with Mississippi Academic Assessment Program (MAAP) Tests



Scale linkage

Renaissance then linked the score scales for the Star Reading/Star Math and the MAAP in English language arts and mathematics by applying equipercntile linking analysis (Kolen & Brennan, 2004) in grades 3–8. The concurrent sample (sans the holdout sample) was used in the linking (scores from all Star tests taken within 30 days before or after the MAAP testing mid-date), and the result was a table of MAAP scores for each possible Star score.

The predictive sample was then used to evaluate if the linking results could accurately predict student performance on the MAAP with Star data from earlier in the school year. To do so, we took students' Star scores from tests taken more than 30 days prior to the MAAP testing mid-date and used national growth norms (Renaissance Learning, 2016a, 2016b) to project what their Star scores would be at the mid-date. Then the scale linkage table was used to look up the projected Star scores (or the average of the projected scores for students with multiple Star scores in the predictive sample) to see how they translated to the MAAP scale.

Mississippi cut scores and corresponding Star score equivalents

MAAP results are reported in scaled scores that describe each student's location on an achievement continuum ranging from approximately 301 to 899 and using five achievement levels: *Level 1*, *Level 2*, *Level 3*, *Level 4*, and *Level 5*. A main purpose in linking Star Reading and Star Math to the MAAP was to identify Star scores approximately equivalent to the cut-off scores that separate the Mississippi achievement levels. Table 1 displays these equivalent Star Unified scores for grades 3–8. The corresponding MAAP cut scores can be found in the Appendix B.³

³ The linking sample came from eight school districts, so cut scores should be considered approximations to be updated with greater precision as more data become available.

Table 1. Star Reading and Star Math Unified score equivalents for each MAAP achievement level range

Star Reading Unified cut-score equivalents					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	< 879	879 – 951	952 – 1009	1010 – 1070	≥ 1071
4	< 912	912 – 986	987 – 1036	1037 – 1108	≥ 1109
5	< 958	958 – 1004	1005 – 1055	1056 – 1122	≥ 1123
6	< 972	972 – 1036	1037 – 1083	1084 – 1130	≥ 1131
7	< 984	984 – 1037	1038 – 1100	1101 – 1147	≥ 1148
8	< 997	997 – 1046	1047 – 1107	1108 – 1170	≥ 1171
Star Math Unified cut-score equivalents					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	< 902	902 – 966	967 – 1009	1010 – 1053	≥ 1054
4	< 939	939 – 1005	1006 – 1051	1052 – 1100	≥ 1101
5	< 947	947 – 1008	1009 – 1083	1084 – 1115	≥ 1116
6	< 956	956 – 1043	1044 – 1102	1103 – 1163	≥ 1164
7	< 974	974 – 1059	1060 – 1117	1118 – 1172	≥ 1173
8	< 993	993 – 1085	1086 – 1134	1135 – 1173	≥ 1174

Results

Accuracy of scale linkage confirmed

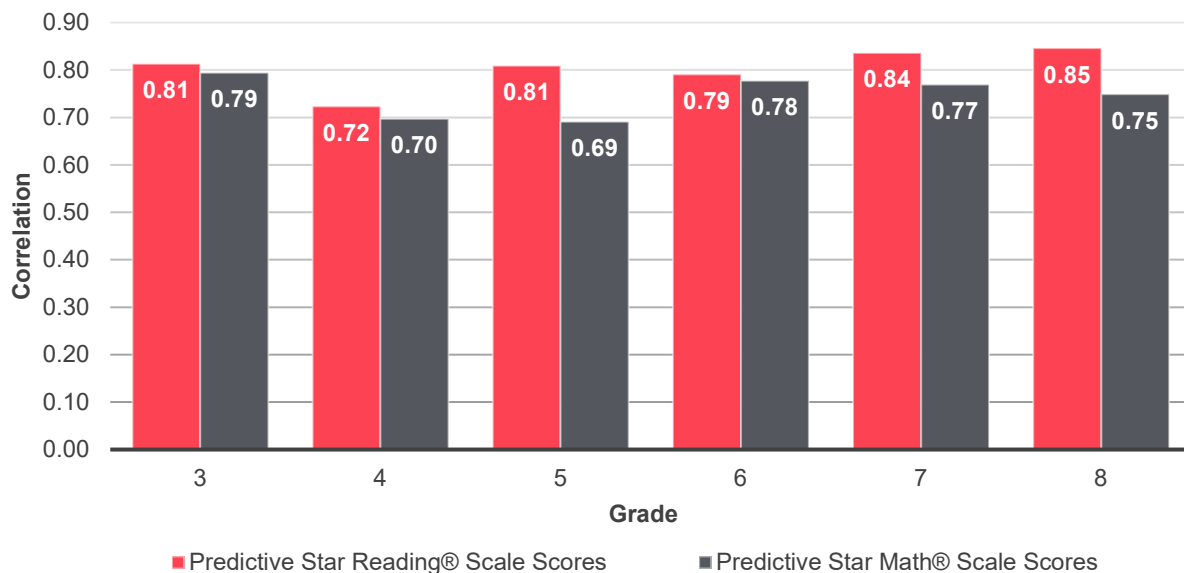
In evaluating the accuracy of the scale linkage, we used two methods to examine the differences between students' observed (actual) MAAP scores and our Star equivalents: (1) computing the RMSEL (the root mean squared errors of linking) using the scores from the linking study, and (2) applying the holdout sample, consisting of the subset of concurrent scores not used in the linking, to the linking results. Results showed that our linking computation performed as intended.

Predictive Star scores correlate highly with actual MAAP scores

To summarize the predictive power of Star Reading and Star Math, we calculated raw correlations between observed (actual) MAAP scores and projected Star scores. As figure 2 shows, the predictive correlation showed a strong relationship between the assessments (similar to the correlations from the concurrent sample, see figure 1, p. 4), indicating that earlier Star scores have a strong relationship with end-of-year MAAP scores. For reading, the correlations averaged .80 and for math, the associations were also high, averaging .75.

Star scores have a strong relationship with end-of-year MAAP scores.

Figure 2. Projected scores from Star Reading and Star Math highly correlate with Mississippi Academic Assessment Program (MAAP) Test scores



Star scores discriminate well between students who score proficient or not

Using the sample of actual MAAP scores, we were able to compare how our projected Star scores aligned with the observed Mississippi scores. Table 2 displays classification diagnostics about whether students were correctly or incorrectly classified as proficient or not on the MAAP using projected Star scores. On average, students were correctly classified (i.e., overall classification accuracy) 84% of the time for reading and 85% of the time for math.

For Area Under the ROC Curve (AUC), a summary measure of diagnostic accuracy, Star Reading and Star Math both averaged .92 (also displayed in table 2). The AUCs far exceed the .85 standard set by the National Center on Response to Intervention to indicate convincing evidence that an assessment can accurately predict another assessment result or outcome.

Table 2. Proficiency forecasting using Star Reading and Star Math scores yields accurate results

Star Reading						
Measure	Grade					
	3	4	5	6	7	8
Overall classification accuracy (percentage of correct classifications)	85%	82%	82%	85%	86%	87%
Area Under the ROC Curve	0.92	0.90	0.91	0.93	0.93	0.94
Star Math						
Measure	Grade					
	3	4	5	6	7	8
Overall classification accuracy (percentage of correct classifications)	82%	86%	82%	85%	88%	86%
Area Under the ROC Curve	0.90	0.92	0.90	0.92	0.93	0.93

Other diagnostic accuracy measures studied:

- ✓ **Sensitivity** represents the percentage of proficient students that were correctly forecasted, which for Star Reading averaged 80% and for Star Math averaged 78%.
- ✓ **Specificity** represents the percentage of not-proficient students that were correctly forecasted, which for Star Reading averaged 87% and for Star Math averaged 88%.
- ✓ **Positive predictive values** indicate that when Star scores forecasted students to be proficient, they actually were proficient 77% of the time for Star Reading and 77% of the time for Star Math.
- ✓ **Negative predictive values** indicate that when Star scores forecasted students to miss proficiency, they actually weren't proficient 89% of the time for reading and 89% of the time for math.
- ✓ **Proficiency status projection error**, the difference between actual and projected proficiency rates, indicates how well scores accurately predict proficiency within each grade. Star Reading and Star Math both averaged 1% (negative scores indicate under-prediction while positive scores show over-prediction).

Appendix A: About Star Reading and Star Math

The computer-adaptive Star Reading and Star Math assessments serve multiple purposes including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading and math provide valuable information regarding the acquisition of skills along a continuum of learning expectations. The assessments can be completed in about 20 minutes, and we recommend administering them two to five times a year for most purposes and more frequently when used for progress monitoring.



**Renaissance
Star Reading
Renaissance
Star Math**

Star Reading and Star Math are highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention.

National Center on

INTENSIVE INTERVENTION

at American Institutes for Research ■

Appendix B: Mississippi Academic Assessment Program (MAAP) Test achievement levels

Table B1. MAAP achievement level score ranges

MAAP achievement level score ranges: English language arts					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	301 – 334	335 – 349	350 – 364	365 – 386	387 – 399
4	401 – 428	429 – 449	450 – 464	465 – 487	488 – 499
5	501 – 538	539 – 549	550 – 564	565 – 581	582 – 599
6	601 – 635	636 – 649	650 – 664	665 – 678	679 – 697
7	701 – 737	738 – 749	750 – 764	765 – 775	776 – 792
8	801 – 841	842 – 849	850 – 864	865 – 879	880 – 899
MAAP achievement level score ranges: Mathematics					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	301 – 332	333 – 349	350 – 364	365 – 383	384 – 399
4	401 – 435	436 – 449	450 – 464	465 – 483	484 – 499
5	501 – 539	540 – 549	550 – 564	565 – 575	576 – 599
6	601 – 635	636 – 649	650 – 664	665 – 686	687 – 699
7	701 – 735	736 – 749	750 – 764	765 – 792	793 – 799
8	801 – 837	838 – 849	850 – 864	865 – 888	889 – 899

Appendix C: Star Reading and Star Math Enterprise score equivalents

Since the 2017–2018 school year, Renaissance has offered educators the additional option of reporting student Star scores on an alternative scale referred to as the Unified scale. Table C1 below includes the Enterprise scaled scores for Star Reading and Star Math that correspond to achievement levels on the MAAP assessments for English language arts and Mathematics. Table 1 contains the Unified scaled scores for Star Reading and Star Math that correspond to achievement levels on the MAAP assessments for English language arts and Mathematics.

Table C1. Star Reading and Star Math Enterprise score equivalents at time of state test for each MAAP achievement level range

Star Reading Enterprise cut-score equivalents					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	< 205	205 – 353	354 – 494	495 – 706	≥ 707
4	< 269	269 – 440	441 – 574	575 – 906	≥ 907
5	< 366	366 – 479	480 – 643	644 – 968	≥ 969
6	< 398	398 – 574	575 – 783	784 – 1026	≥ 1027
7	< 431	431 – 578	579 – 875	876 – 1166	≥ 1167
8	< 463	463 – 610	611 – 903	904 – 1276	≥ 1277
Star Math Enterprise cut-score equivalents					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	< 480	480 – 585	586 – 655	656 – 726	≥ 727
4	< 540	540 – 648	649 – 724	725 – 803	≥ 804
5	< 554	554 – 653	654 – 775	776 – 828	≥ 829
6	< 568	568 – 711	712 – 806	807 – 905	≥ 906
7	< 597	597 – 737	738 – 831	832 – 920	≥ 921
8	< 629	629 – 779	780 – 858	859 – 921	≥ 922

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