# Literacy/Math Assessment Program with Diagnostic, Intervention, and Supplemental Resources

**PREPARED FOR**

Jones County School District

**DATE**

May 23, 2025

May 20, 2025

Dr. Missy Bufkin
Director of Federal Programs
Jones County School District
5204 Hwy 11 North
Ellisville, MS 39437

RE: Response to Bid #042820252 – Literacy/Math Assessment Program with Diagnostic, Intervention, and Supplemental Resources

Dear Dr. Bufkin and the Jones County Selection Committee,

On behalf of Amira Learning, I am pleased to submit our proposal in response to Jones County School District's Request for Sealed Bid for a comprehensive literacy and math assessment platform. We are honored to be considered as a partner in supporting your district's continued academic excellence.

Amira Learning and Istation offer a unified solution that fully addresses the scope of your RFP, including screening, diagnostic assessment, individualized learning paths, intervention tools, and supplemental instructional resources for reading and mathematics. Our platform is aligned with the Mississippi College and Career Readiness Standards and directly supports Jones County's strategic goal of improving student achievement through rigorous, standards-based instruction.

For literacy, this proposal is grounded in the integrated Assess-Instruct-Tutor (AIT) framework that powers the Amira Reading Suite. As students read, Amira listens and scores; based on real-time diagnostics, the platform prescribes targeted micro-lessons through Instruct and delivers immediate, embedded interventions via Tutor. This loop ensures every student receives the right skill, at the right time, in the right modality—driving daily differentiation and accelerating mastery.

**Comprehensive Coverage for Pre-K-8 Reading and Math**

Our suite meets all required specifications: it provides adaptive screening and diagnostic assessments, real-time instructional reports, and personalized learning paths for students. Teachers are equipped with scripted lesson plans, digital texts, and math lessons that progress at each student's pace—all designed to support differentiated instruction across tiers.

**Trusted by Mississippi Educators**

Amira and Istation are already in use across Mississippi, including in Jones County. Educators consistently report strong gains in early literacy, improved Tier 1
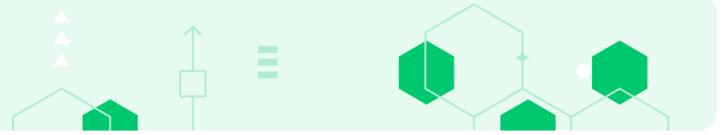
instruction, and streamlined intervention planning using our platform's built-in supports and progress monitoring.

**Professional Development and Seamless Integration**

We offer flexible professional learning options—including live virtual sessions, on-demand modules, and onsite workshops—designed to meet the needs of Jones County's educators. Our platform integrates with ClassLink and OneRoster, ensuring smooth rostering and data access.

We appreciate the opportunity to present this proposal and are confident that Amira and Istation will support your commitment to data-driven, equitable instruction for every learner. Enclosed, you will find a detailed overview of our product features, pricing by school and grade level, and our implementation support plan.

Thank you for your consideration. We look forward to the opportunity to partner with Jones County School District to enhance reading and math outcomes across your campuses.

Sincerely,

Dianne Henderson
VP, Impact
Amira Learning
831-917-4787
dianne.henderson@amiralearning.com

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# Executive Summary

## About Amira Learning and Istation

Amira Learning originated from decades of research at Carnegie Mellon University, where pioneers in education technology developed intelligent tutoring systems that could listen to children read and provide immediate, skill-specific support. Founded by edtech veterans Mark Angel and Pete Jungwirth, Amira was created to bring this research into classrooms at scale. Today, Amira is the world's most widely used real-time reading tutor and assessment platform, supporting over two million students across all 50 U.S. states and 18 countries. In 2024, Amira merged with Istation, a leader in educational technology and mathematics instruction. This union brought together more than 30 years of combined innovation in reading and math to form a unified Pre-K-8 platform focused on assessment, personalized learning, and real-time instructional support.

## A Unified Model: Assess, Instruct, and Tutor

Together, Amira Reading and Istation Math deliver a three-part instructional ecosystem—Assess, Instruct, and Tutor—designed to identify student needs, personalize instruction, and reinforce mastery in both literacy and mathematics. Assessments are adaptive and standards-aligned, supporting screening, diagnostics, benchmarking, and progress monitoring. In reading, Amira uses advanced speech recognition to evaluate oral reading fluency, phonemic awareness, and decoding. In math, Istation applies a research-based blueprint to assess conceptual understanding, procedural fluency, and problem-solving through engaging, computer-adaptive tasks. Instruction in both platforms is tailored to each student's performance. Amira Instruct delivers micro-lessons in foundational literacy skills like phonics, fluency, and comprehension, while Istation Math uses a Concrete–Representational–Abstract (CRA) model to guide students through number sense, operations, algebraic reasoning, and geometry. Both platforms provide continuous support through embedded tutoring. Amira delivers in-the-moment interventions with over 60 evidence-based reading micro-interventions, while Istation Math reinforces learning with scaffolded practice activities, animated lessons, and embedded strategy modeling.

## Educator Support and Inclusive Access

Amira and Istation are designed to reduce teacher workload and increase instructional precision. They automate assessment administration, scoring, and reporting, offering real-time dashboards and instructional recommendations aligned to state standards. Teachers can group students, assign lessons, and track progress
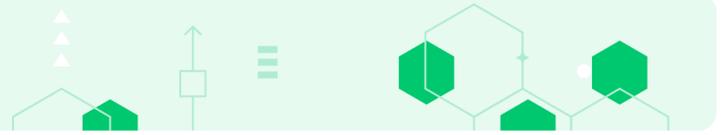
through an intuitive interface. Both platforms are accessible and inclusive. Amira offers bilingual (English and Spanish) assessments and Spanish-language tutoring, while both systems are WCAG 2.1 AA compliant and support MTSS/RTI frameworks with tiered prevention and intervention tools.

## Grounded in Evidence

Amira is rooted in evidence-based literacy frameworks, including Scarborough's Reading Rope, the Multiple Deficit Model, and Dr. Nell Duke's Active View of Reading. Istation Math aligns to the Curriculum Focal Points established by the National Council of Teachers of Mathematics (NCTM), emphasizing conceptual progression and standards coherence. While not core curricula, Amira and Istation provide the essential infrastructure for practice, assessment, and instructional decision-making, bridging the gap between day-to-day teaching and long-term growth.

## Conclusion

Together, Amira Reading and Istation Math provide schools with a powerful, scalable, and inclusive system for accelerating student achievement in literacy and mathematics across Pre-K-8. More than just software, Amira Learning is a mission-driven platform that transforms how schools approach reading and math instruction. From the earliest learners to those needing targeted support, our combined solution equips educators to deliver personalized instruction, close skill gaps, and help every student grow with confidence. Backed by decades of research and a commitment to equitable outcomes, Amira and Istation empower districts to meet the diverse needs of all learners.

### References

- [Francis, D.J. (2024). Amira Screener 2024 Classification Accuracy Study.](#)

- [Amira Learning. (2024). Assessment Administration Manual.](#)

- [Amira Learning. (2024). Amira Technical Guide.](#)

- Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the Simple View of Reading. *Reading Research Quarterly*, 56(S1), S25-S44. https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.411

- International Dyslexia Association. (2020). Universal screening: K-2 reading. https://dyslexiaida.org/universal-screening-k-2-reading-2/

- [Istation. (2021) ISIP Math Technical Manual.](#)
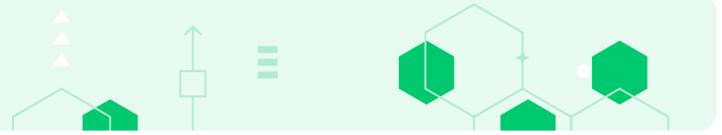
# Service Specifications and Provisions

The program must adhere to, align with, and provide the following:

## Assess as a screening instrument for Pre-K-8th grades for Reading and Math

Amira ISIP Assess and ISIP Math form a unified, research-based assessment system designed to support early identification, student placement, instructional decision-making, and growth tracking across Pre-K through grade 8. Aligned with national standards and grounded in validated theoretical frameworks—including the Science of Reading, Scarborough's Reading Rope, Dr. Nell Duke's Active View of Reading, and the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points—both assessments deliver computer-adaptive, multi-stage evaluations that are instructionally actionable and developmentally appropriate. Amira ISIP empowers educators in districts like JCSD to universally screen, benchmark, diagnose, and monitor progress, delivering data that fuels differentiated instruction and supports precise MTSS/RtI implementation.

## Amira Assess: Grounded in the Science of Reading

Amira ISIP Assess delivers a comprehensive, research-based suite of reading assessments designed to support early identification, student placement, and data-driven instructional planning across grades Pre-K through 8. Aligned with the Science of Reading, national standards, and multiple theoretical frameworks—including Scarborough's Reading Rope, the Multiple Deficit Model, and Dr. Nell Duke's Active View of Reading—Amira supports high-stakes educational decision-making through a unified platform that blends universal screening, diagnostics, benchmarking, and continuous progress monitoring. Amira's universal screener has received full bubbles for classification accuracy from the National Center on Intensive Intervention (NCII), confirming its reliability in identifying students at risk for reading difficulties.

At the heart of Amira ISIP Assess is a computer-adaptive, multi-stage assessment engine that efficiently evaluates over 3,000 discrete reading skills. The system includes a validated universal screener that can be administered in under 15 minutes, measuring core literacy domains such as **phonological awareness, decoding, rapid automatized naming (RAN), oral reading fluency (ORF), vocabulary, and comprehension.** Aligned with the International Dyslexia Association (IDA) and rated "convincing" by the [National Center on Intensive Intervention (NCII)](#), Amira's screener reflects the integrated theoretical frameworks of Scarborough's Reading Rope, the Multiple Deficit Model, and Dr. Nell Duke's Active View of Reading (see also [Amira's Theoretical Framework](#)). The assessment provides automated, research-based dyslexia risk indicators and classification flags, enabling districts to meet state
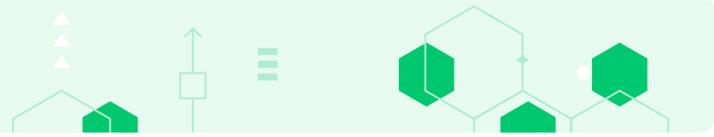
mandates with precision while ensuring early, equitable identification of reading difficulties.

**Construct Coverage Across Literacy Domains**

Amira's assessment system spans all core components of early literacy as defined by the Science of Reading, encompassing phonological awareness, phonemic decoding, vocabulary, fluency, comprehension, and executive function skills. The platform evaluates over 3,000 discrete skills through a multi-stage, adaptive engine that ensures construct validity across grade levels. Fully customizable, the Assess Tasks diagram below provides a visual summary of the specific tasks included by grade and construct, such as Rapid Automatized Naming (RAN), phoneme segmentation, pseudo-word decoding, and oral reading fluency, along with estimated administration time. All tasks are vertically scaled, equated across benchmark windows, and psychometrically aligned to deliver criterion- and norm-referenced data. These constructs map directly to Scarborough's Reading Rope and are embedded into a unified platform that supports screening, diagnostics, and progress monitoring with real-time instructional feedback. For more details on the constructs measure, see Section 2 of the [Amira Technical Guide](#).

## Screen in Around Twenty Minutes

✓ = task is fully supported
o = task can be added, subject to adaptivity

(Time estimate, not same for every student)

AMIRA

| Tasks | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Time |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Phonological Awareness** (Segmentation, Blending, Deletion, Substitution) * we recommend configuring at least 2 of the PA subtasks for a valid subscore | ✓ | ✓ | ✓ | ✓ | ✓ | o | o | o | o | o | 4 min |
| **Phonological Working Memory** | ✓ | ✓ | ✓ | o | o | o | o | o | o | o | 1-2 min |
| **Letter Name Identification (LNF)** | ✓ | ✓ | ✓ | ✓ | o | o | o | o | o | o | 1 min |
| **Letter Sound Identification (LSF)** | ✓ | ✓ | ✓ | ✓ | o | o | o | o | o | o | 1 min |
| **Listening Comprehension / Retell** | ✓ | ✓ | ✓ | o | o | o | o | o | o | o | 3 min |
| **Expressive Vocabulary** | ✓ | ✓ | ✓ | o | o | o | o | o | o | o | |
| **Pseudoword Identification (NWF)** | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | o | o | o | 1 min |
| **Word Identification (WIF)** | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | o | o | 1 min |
| **Spelling/Encoding** | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2-4 min |
| **Oral Reading Fluency (ORF)** | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2-4 min |
| **Reading Comprehension** | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2 min |
| **Receptive Vocabulary** | o | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1-2 min |
| **Structures & Reasoning** | o | o | o | o | ✓ | o | o | o | o | o | 2 min |
| **Rapid Automatized Naming (RAN)** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | 1 min |
| **Visual Attention** | o | ✓ | ✓ | ✓ | | | | | | | 1 min |
| **Approx Times (in minutes)** | 10 - 12 | 20-25 | 20-25 | 17 -23 | 15-20 | 11-16 | 11-16 | 7-12 | 6-11 | 6-11 | |

Amira Assess is classified as a highly accurate universal screener by the National Center on Intensive Intervention (NCII), with validated sensitivity and specificity in identifying students at risk for reading difficulties. Every assessment generates a Mastery Achievement Score (MAST), aligning directly to Mississippi College and
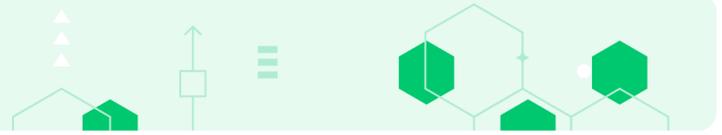
Career Readiness Standards and providing teachers with a real-time benchmark of student readiness and risk.

**Benchmark assessments** are administered three times per year (BOY, MOY, EOY) to evaluate reading development and growth over time. These assessments yield norm- and criterion-referenced scores, including the Amira Reading Mastery (ARM) score, Words Correct Per Minute (WCPM), and vocabulary growth indicators. This allows educators to measure proficiency, inform grouping, and track instructional effectiveness across the academic year.

**Embedded diagnostic assessments** run continuously throughout the Amira Reading Suite experience. As students interact with Amira during instruction and practice, the platform analyzes their responses in real time to diagnose skill mastery levels in decoding, comprehension, and fluency. This ongoing analysis supports personalized learning paths and targeted lesson recommendations that align with core curriculum and district pacing guides.

**Progress monitoring** is available on demand or at the scheduled bi-weekly interval, delivering short, skill-specific assessments that track growth between benchmark windows. These sessions leverage ORF passages and structured probes to evaluate intervention effectiveness, update MAST scores in real time, and support timely instructional adjustments within an MTSS/RtI framework. Progress data is seamlessly integrated into Amira's Skills Diagnostic Report, Progress Report, and Class Progress Report—enabling teachers to monitor trends, adjust instructional plans, and regroup students based on current performance and evolving needs.

All progress monitoring probes are psychometrically linked to Amira's benchmark assessments through a unified scale, allowing educators to interpret short-cycle gains with the same confidence as summative events. These probes are vertically scaled, equated, and supported by internal consistency, test-retest reliability, and predictive validity data, ensuring meaningful measurement of growth.

For early learners, Amira includes a Pre-K adaptive screener that targets emergent literacy and executive function skills, such as phoneme replication, elision, and RAN, without requiring text-based reading. This allows for early identification of reading risk before formal decoding skills emerge.

Each assessment session generates detailed, teacher-facing reports and instructional recommendations, seamlessly integrating with the Amira Instruct component. These features ensure that assessment data directly informs instruction through standards-aligned lesson suggestions, small-group planning tools, and dynamic skill tracking. Amira ISIP Assess equips educators in districts like JCSD with the precision, efficiency, and instructional insight necessary to support every student's reading journey.
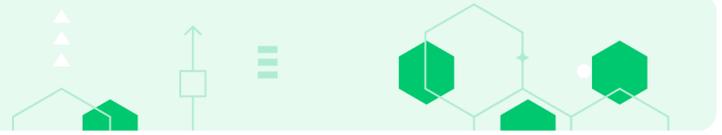
## Psychometric Characteristics: Reliability and Validity

Amira Learning delivers a technically rigorous and equity-centered assessment system designed to measure student growth and progress with exceptional reliability, validity, and fairness across all student populations, including historically underserved groups. Backed by extensive psychometric research, Amira's universal screener and progress monitoring tools have been evaluated through multiple studies using industry best practices, such as internal consistency, test-retest reliability, predictive validity, and classification accuracy. The platform has been independently rated as among the most reliable and valid screeners available by national and state-level reviewers, including the National Center on Intensive Intervention (NCII), the California Department of Education, and the Georgia Deal Center. These evaluations confirm Amira's effectiveness in identifying at-risk students, tracking growth over time, and producing consistent and meaningful data that educators can trust, regardless of a student's language, race, exceptionality status, or socioeconomic background.

## Key Quality Highlights

✔ **High Reliability**: Internal consistency > 0.85 across all grades and subgroups

✔ **Proven Validity:** Predictive & concurrent correlations > 0.70 with MAP, iReady

✔ **Equity Evidence:** Consistent performance by race, EL status, SES, and home language

✔ **Top Ratings:** Full "Convincing" ratings from NCII for reliability & validity

✔ **Independent Reviews:** #1 ranking by California and Georgia state reviewers

✔ **Built-In Risk Classification:** Sensitivity & specificity > 0.80 for all grades

## Amira ISIP Assess Reading

Amira ISIP Assess provides strong evidence of reliability and validity in measuring student growth and progress across all student populations, including historically underserved students, and fully meets this requirement as recognized with full bubbles for reliability and validity by the [National Center for Intensive Intervention (NCII)](#).

In addition, two recent independent and rigorous state-level reviews found ISIP to be of the highest quality, ranking it #1 among all other screeners, including Amplify and iReady products.  In California, Amira ISIP in English and Spanish received unanimous approval, with one reviewer noting that it had the strongest evidence.
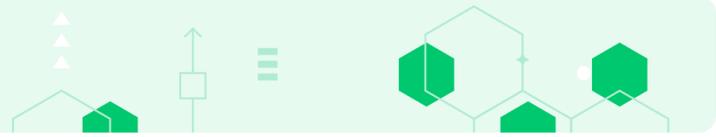
**"Of all the screeners we reviewed, Amira provided the most robust and complete evidence of technical adequacy. It not only met but exceeded the psychometric standards set by our team."**

**— *California Department of Education Reviewer, 2023***

Similarly, the Georgia Deal Center also ranked Amira ISIP the highest of all submitted screeners.  In particular, ISIP was awarded 19.6 out of a total of 20 points for technical adequacy. See Table 1, page 6 in the  <u>Deal Center Full Report on Literacy Screeners</u>, and reproduced below.

**Deal Center Technical Adequacy Ratings for Universal Screeners**

*Table 1. Universal Reading Screener Scoring*

| Universal Reading Screener | Overall Score (Max:155) | Constructs Measured (Max:65) | Technical Adequacy (Max:20) | Administration (Max:25) | Linguistic Diversity and Cultural Bias (Max:15) | Usability and Support (Max:30) |
|---|---|---|---|---|---|---|
| Amira ISIP | 142.6 | 57.0 | 19.6 | 24.2 | 14.0 | 27.8 |
| EPS Reading Assistant | 139.2 | 59.6 | 16.6 | 22.8 | 14.4 | 25.8 |
| Star Universal Reading Suite | 134.0 | 53.4 | 16.8 | 22.8 | 13.6 | 27.4 |
| mCLASS with DIBELS 8th Edition | 133.2 | 54.6 | 16.4 | 23.2 | 14.0 | 25.0 |
| i-Ready Universal Screening Suite | 120.2 | 50.4 | 14.4 | 20.8 | 11.0 | 23.6 |
| MAP Reading Fluency | 120.0 | 51.0 | 15.6 | 19.0 | 10.8 | 23.6 |
| FastBridge Universal Reading Suite | 118.0 | 45.6 | 16.0 | 20.8 | 12.0 | 23.6 |
| Acadience Reading K-6 | 116.8 | 50 | 14.8 | 19.4 | 11 | 21.6 |
| aimswebPlus | 111.4 | 43 | 15.4 | 19.6 | 12.2 | 21.2 |

## Reliability

Amira's screener has demonstrated exceptional reliability across diverse student populations, including those representative of Jones County student demographics. The reliability of Amira's assessments is thoroughly evaluated through various metrics, such as internal consistency, test-retest reliability, and alternate form reliability. These reliability estimates are crucial for ensuring that the scores generated by Amira are consistent and accurate, supporting their use in high-stakes educational decisions. With most reliability estimates meeting or exceeding a
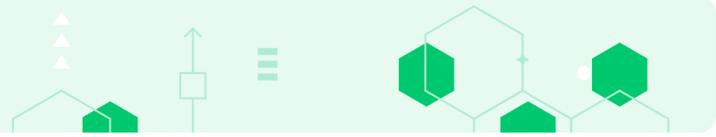
coefficient of 0.80, Amira provides compelling evidence of its ability to produce dependable results across different tasks and subgroups, ensuring that educators can trust the data to guide effective instruction and intervention strategies.

**Internal Consistency.** Amira ISIP consistently demonstrates strong reliability across student populations, with internal consistency coefficients (Cronbach's Alpha) frequently **exceeding 0.85** across key subtests, ensuring consistency in measuring student performance across time and forms.

## Reliability Amira ISIP Reading

*Reliability estimates exceed 0.85 for all grades, confirming consistency across time and subtests.*

| Grade | Cronbach's Alpha |
|-------|------------------|
| K | 0.86 |
| 1 | 0.85 |
| 2 | 0.93 |
| 3 | 0.93 |
| 4 | 0.91 |
| 5 | 0.91 |
| 6 | 0.91 |

**Subgroup Reliability**

Amira ISIP demonstrates exceptionally high internal consistency across all evaluated grades and student subgroups, with Cronbach's Alpha values consistently **at or above 0.90**. These results confirm that Amira's assessments provide reliable, stable measures of student reading ability across diverse populations, including by gender, English learner status, exceptionality, race/ethnicity, socio-economic status, and home language. The uniformity of these results across groups affirms the equity and psychometric rigor of the Amira ISIP assessment, supporting its use for universal screening and progress monitoring in diverse educational settings.

## Subgroup Reliability by Gender and English Learner Status (Kindergarten–Grade 2)

*Internal consistency remains high across gender and English learner subgroups, with reliability coefficients ≥ 0.90, supporting equitable and consistent performance across diverse learners.*

| Grade | Subgroup | Sample Size | Cronbach's Alpha |
|:---:|:---:|:---:|:---:|
| K | Female | 3067 | 0.91 |
| K | Male | 3118 | 0.91 |
| 1 | Female | 3851 | 0.93 |
| 1 | Male | 4290 | 0.92 |
| 2 | Female | 4110 | 0.93 |
| 2 | Male | 4290 | 0.92 |
| K | ELL/MLL | 1026 | 0.91 |
| K | Not ELL/MLL | 6595 | 0.91 |
| 1 | ELL/MLL | 1120 | 0.96 |
| 1 | Not ELL/MLL | 7322 | 0.93 |
| 2 | ELL/MLL | 1154 | 0.93 |
| 2 | Not ELL/MLL | 7246 | 0.91 |
| K | White | 2789 | 0.92 |
| K | Black | 2243 | 0.90 |
| K | Other | 3546 | 0.91 |
| 1 | White | 1981 | 0.93 |
| 1 | Black | 2243 | 0.93 |
| 1 | Other | 2674 | 0.92 |
| 2 | White | 2162 | 0.92 |
| 2 | Black | 2540 | 0.92 |

| Grade | Subgroup | Sample Size | Cronbach's Alpha |
|---|---|---|---|
| 2 | Other | 3684 | 0.93 |
| K | Low SES | 500 | 0.90 |
| K | High SES | 964 | 0.90 |
| 1 | Low SES | 532 | 0.93 |
| 1 | High SES | 1012 | 0.93 |
| 2 | Low SES | 575 | 0.92 |
| 2 | High SES | 949 | 0.90 |
| K | Home Language: English | 1018 | 0.90 |
| K | Home Language: Spanish | 446 | 0.90 |
| 1 | Home Language: English | 1252 | 0.91 |
| 1 | Home Language: Spanish | 419 | 0.92 |
| 2 | Home Language: English | 1294 | 0.92 |
| 2 | Home Language: Spanish | 246 | 0.91 |

**Test-Rest Reliability**

Test-retest reliability was assessed by examining the correlations between scores from assessments taken by the same students at different time points. The table below shows Pearson's correlations between scores on the Amira Benchmark taken by the same students within a month of each other during the 2022-2023 academic year. All correlations are 0.80 or higher, indicating a strong positive linear relationship between the scores.
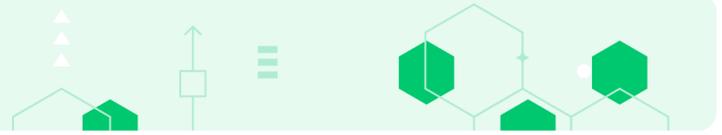
## Test-Retest Reliability by Grade

*Scores from the same students measured across two benchmark windows show strong correlation coefficients  (r ≥ 0.84), indicating that the assessment reliably reflects true student ability.*

| Grade | Correlation Coefficient |
|---|---|
| K | 0.84 |
| 1 | 0.86 |
| 2 | 0.87 |
| 3 | 0.86 |
| 4 | 0.87 |
| 5 | 0.87 |
| 6 | 0.87 |

## Parallel Forms Reliability

Parallel forms reliability was assessed by measuring the correlation between scores of students who have taken two different forms within the same screening window and calculating the correlation between the scores. If the correlation is high, it indicates that the test is reliable.

Two forms of the benchmark oral reading fluency (ORF) assessment were administered to the same group of students to establish parallel forms reliability. The WCPM scores obtained on each ORF assessment version are then correlated to assess the degree of consistency between them.

### Parallel Forms Reliability for Oral Reading Fluency (ORF)

*Multiple forms of the ORF assessment show consistent correlations (r ≥ 0.71), confirming that alternate versions measure the same constructs equivalently across screening windows.*

| Grade | Window 1 | Window 2 | N | Correlation Coefficient |
|-------|----------|----------|------|-------------------------|
| 1 | BOY | MOY | 1596 | 0.73 |
| 1 | MOY | EOY | 1866 | 0.81 |
| 1 | BOY | EOY | 1642 | 0.71 |
| 2 | BOY | MOY | 300 | 0.75 |
| 2 | MOY | EOY | 342 | 0.86 |
| 2 | BOY | EOY | 295 | 0.80 |
| 3 | BOY | MOY | 359 | 0.79 |
| 3 | MOY | EOY | 398 | 0.78 |
| 3 | BOY | EOY | 347 | 0.74 |
| 4 | BOY | MOY | 533 | 0.79 |
| 4 | MOY | EOY | 680 | 0.80 |
| 4 | BOY | EOY | 609 | 0.79 |
| 5 | BOY | MOY | 576 | 0.76 |
| 5 | MOY | EOY | 713 | 0.79 |
| 5 | BOY | EOY | 634 | 0.74 |
| 6 | BOY | EOY | 469 | 0.81 |

## Validity

**Proven Predictive and Concurrent Validity:** Amira ISIP's scores show high correlations (0.70–0.90) with established external literacy measures, confirming that the screener accurately predicts future reading achievement and aligns with validated assessments in the field.

**Concurrent validity** evaluates the relationship between scores on the Amira Benchmark and scores from external, commonly used measures of reading ability collected at the same or nearly the same time. Data were collected from students in
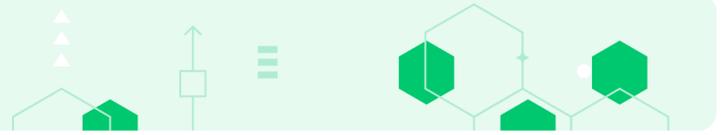
grades kindergarten through 3 who took both the Amira Benchmark and a widely-used, validated external reading assessment within the same screening window. The relationship between Amira's scores and the external criterion measure was evaluated using Pearson's correlation coefficient. All correlations between Amira scores and external screeners were found to be higher than 0.70, indicating a strong positive linear relationship.

**Concurrent Validity of Amira Scores with External Measures (NWEA MAP, iReady)**

*Amira benchmark scores show strong concurrent correlations (r = 0.71–0.79) with validated external reading assessments, affirming the assessment's alignment with nationally recognized standards.*

| Grade | External Screener | Number of Students | Correlation Coefficient |
|-------|-------------------|--------------------|-------------------------|
| K | NWEA MAP | 988 | 0.73 |
| 1 | iReady Diagnostic | 1458 | 0.71 |
| 2 | NWEA MAP | 1933 | 0.76 |
| 3 | NWEA MAP | 965 | 0.78 |
| 4 | NWEA MAP | 1685 | 0.74 |
| 5 | NWEA MAP | 410 | 0.79 |
| 6 | NWEA MAP | 101 | .68 |

The predictive validity of Amira was **examined by correlating Amira's ARM scores** from beginning-of-year assessments  (fall screening window) in grades kindergarten through 3 to scores from external, commonly used assessments of reading ability taken at the end of the school year (spring screening window). The external assessments used were the NWEA MAP Reading Assessment and the iReady Diagnostic.

The validity of Amira's scores in comparison to external criterion measures of reading fluency was measured using Pearson's correlation coefficient. All correlations are 0.70 or higher, indicating a strong positive linear relationship between Amira and the external measure.
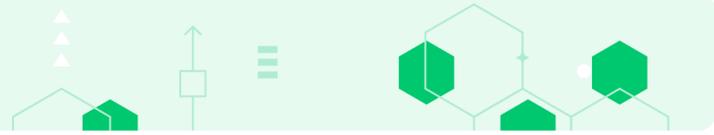
## Predictive Validity: Amira Fall Scores vs. End-of-Year External Assessments

*Fall Amira scores strongly predict spring outcomes on external assessments (r = 0.70–0.81), supporting the tool's use for early identification and instructional planning.*

| Grade | External Screener | Number of Students | Correlation Coefficient |
|---|---|---|---|
| K | NWEA MAP | 5309 | 0.71 |
| 1 | NWEA MAP | 6148 | 0.81 |
| 2 | iReady Diagnostic | 6405 | 0.79 |
| 3 | NWEA MAP | 1848 | 0.74 |
| 4 | NWEA MAP | 860 | 0.68 |
| 5 | NWEA MAP | 1181 | 0.72 |
| 6 | NWEA MAP | 101 | 0.70 |

## Classification Accuracy - Sensitivity

The efficacy of the Amira screener in precisely identifying students in need of intensive intervention has been rigorously assessed using the methodology recommended by the National Center on Intensive Intervention (NCII). This approach quantifies the ability of Amira to accurately differentiate between students at risk for dyslexia and those who are not. The proportion of students correctly classified as at-risk based on their Amira scores was compared against outcomes derived from using results as the external criterion measure. As shown in the tables below, Amira's sensitivity for all grades and windows is above .77 and above .80 for specificity.

## Classification Accuracy: Sensitivity, Specificity, and AUC by Grade and Season

*Amira accurately identifies students at risk using NCII-recommended classification metrics, with sensitivity and specificity values above 0.80 in most windows and AUC values consistently > 0.85.*
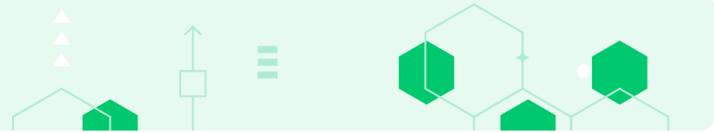
## Kindergarten

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Fall | -0.1 | NWEA MAP | 30th PR | 0.80 | 0.77 | 0.80 | 0.79 |
| Winter | 0.21 | NWEA MAP | 30th PR | 0.81 | 0.84 | 0.81 | 0.82 |
| Spring | 0.47 | NWEA MAP | 30th PR | 0.82 | 0.84 | 0.82 | 0.83 |

## Grade 1

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Fall | 0.7 | NWEA MAP | 30th PR | 0.86 | 0.81 | 0.87 | 0.84 |
| Winter | 0.94 | NWEA MAP | 30th PR | 0.88 | 0.84 | 0.88 | 0.86 |
| Spring | 1.43 | NWEA MAP | 30th PR | 0.87 | 0.82 | 0.89 | 0.85 |

## Grade 2

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Fall | 1.71 | NWEA MAP | 30th PR | 0.87 | 0.80 | 0.88 | 0.85 |
| Winter | 1.97 | NWEA MAP | 30th PR | 0.82 | 0.82 | 0.88 | 0.85 |
| Spring | 2.19 | NWEA MAP | 30th PR | 0.81 | 0.81 | 0.89 | 0.85 |

## Grade 3

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Fall | 2.50 | NWEA MAP | 30th PR | 0.86 | 0.84 | 0.88 | 0.86 |

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Winter | 2.92 | NWEA MAP | 30th PR | 0.88 | 0.83 | 0.90 | 0.87 |
| Spring | 3.19 | NWEA MAP | 30th PR | 0.90 | 0.84 | 0.91 | 0.88 |
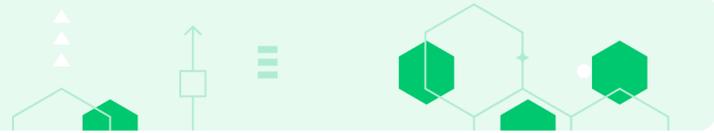
## Grade 4

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Fall | 3.28 | NWEA MAP | 20th PR | 0.75 | 0.72 | 0.75 | 0.70 |
| Winter | 3.58 | NWEA MAP | 20th PR | 0.71 | 0.80 | 0.71 | 0.72 |
| Spring | 3.82 | NWEA MAP | 20th PR | 0.72 | 0.78 | 0.72 | 0.77 |

## Grade 5

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Fall | 4.41 | NWEA MAP | 20th PR | 0.72 | 0.74 | 0.72 | 0.71 |
| Winter | 4.71 | NWEA MAP | 20th PR | 0.70 | 0.80 | 0.70 | 0.72 |
| Spring | 4.97 | NWEA MAP | 20th PR | 0.72 | 0.73 | 0.72 | 0.70 |

## Grade 6

| Window | ARM Cut (30th PR) | Criterion Measure | Criterion Cut Score | Classification Accuracy | Sensitivity | Specificity | AUC-LB |
|---|---|---|---|---|---|---|---|
| Fall | 5.41 | NWEA MAP | 20th PR | 0.72 | 0.71 | 0.77 | 0.61 |
| Spring | 5.97 | NWEA MAP | 20th PR | 0.80 | 0.83 | 0.72 | 0.63 |
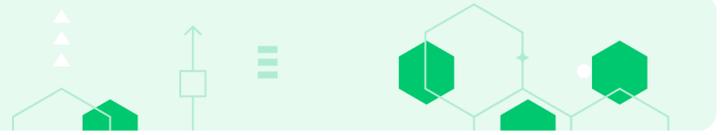
These classification results are directly actionable: Amira flags students for Tier 2 or Tier 3 support and activates targeted interventions without requiring manual setup, allowing Jones County educators to deliver early, equitable support aligned to student need.

## Summary

Amira is designed to help every student become a strong and confident reader. Its reading assessment system is not only easy to use but also built to be fair, reliable, and accurate for all students, regardless of their background, learning needs, or language spoken at home.

Amira's assessments have earned top ratings from national and state education experts. In both California and Georgia, Amira's reading test—called Amira ISIP—was rated the highest among all reading screeners, outperforming widely used tools like Amplify and i-Ready. The National Center on Intensive Intervention also awarded Amira top scores for reliability and validity, recognizing its strong technical quality.

This means that when a student uses Amira, the results reflect their reading ability in a dependable and meaningful way. The system is reliable—if a student takes the test at different times, the scores remain consistent, providing a clear picture of their reading growth. Amira is also equitable. It has been tested with thousands of students from a wide range of backgrounds, including English learners, students of different races and ethnicities, students with disabilities, and students from both high- and low-income families. Across all of these groups, Amira performs equally well, helping ensure that no student is left behind.

Amira is also a strong predictor of future reading success. Its scores closely align with results from other widely accepted reading tests, such as NWEA MAP and i-Ready. This means educators can use Amira with confidence to make instructional decisions and guide student support plans.

Another key feature of Amira is its ability to identify students who may be at risk for reading difficulties, including dyslexia. The system accurately detects which students may need extra help while avoiding false alarms. This helps educators deliver the right support to the students who truly need it.

Overall, Amira is more than just a reading test. It is a trusted tool that listens to students as they read, provides real-time support, and delivers accurate data to guide instruction. Whether a student is just beginning their reading journey or already progressing well, Amira ensures that everyone has the opportunity to grow and succeed in literacy.

Amira's assessment data directly drives instructional decision-making within the platform. Students identified as at-risk through benchmark screening are
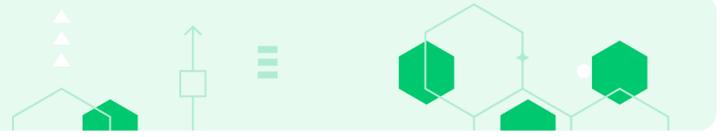
automatically flagged in the teacher dashboard and receive targeted, AI-powered tutoring through Amira Tutor. Instruct modules are then assigned based on diagnostic results, creating a continuous loop between assessment, instruction, and practice. This coherence ensures that students receive timely, personalized support without additional educator overhead, closing gaps faster and with greater precision.

**References:**

[Amira ISIP Reading Technical Manual](#)

National Center on Intensive Intervention. (n.d.). *Academic Screening Tools Chart*. American Institutes for Research. [https://charts.intensiveintervention.org/chart/screening](https://charts.intensiveintervention.org/chart/screening)

Deal Center for Early Language and Literacy. (2023). *Universal Reading Screener Evaluation Report*. Georgia Department of Early Care and Learning. [https://www.decal.ga.gov/documents/attachments/UniversalScreenerReport.pdf](https://www.decal.ga.gov/documents/attachments/UniversalScreenerReport.pdf)

# ISIP Math: Adaptive K-8 Mathematics Assessment

ISIP Math is a nationally normed, research-based, computer-adaptive assessment system for grades K-8 that supports effective mathematics instruction and intervention. Developed by Istation and grounded in cognitive science and the Curriculum Focal Points from the National Council of Teachers of Mathematics (NCTM), ISIP Math offers comprehensive support for universal screening, diagnostics, benchmarking, and continuous progress monitoring, all aligned to Mississippi's academic standards.

Designed for flexibility and instructional relevance, ISIP Math delivers real-time, actionable data that informs teaching decisions and supports targeted, data-driven instruction. Each assessment dynamically adapts to the student's ability level, providing a personalized experience that maintains engagement while accurately pinpointing student performance across core mathematical domains. These include **number sense, operations, algebraic reasoning, measurement, geometry, and data analysis**, reflecting the conceptual progression recommended by NCTM.

ISIP Math serves as a **universal screener** that identifies students at risk for math difficulties through brief, engaging assessments administered at the beginning of the school year. These screeners generate proficiency levels and risk indicators, enabling early intervention and instructional planning. Benchmark assessments are administered three times per year—fall, winter, and spring—producing norm-referenced scores, percentile ranks, and developmental scale scores that track student progress and support placement decisions for both intervention and enrichment.
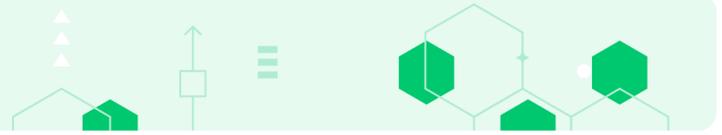
Embedded within the platform, **diagnostic assessments** offer detailed insight into students' strengths and skill gaps by analyzing performance across various math domains. These diagnostics are adaptive by design, ensuring accurate skill placement and supporting a continuum of learning. Teachers can use this data to deliver personalized instruction and group students by instructional need.

**Progress monitoring** is seamlessly integrated into ISIP Math, allowing monthly or on-demand assessments to track growth and inform instructional adjustments. The system provides clear, timely reports that show whether students are responding to instruction, enabling educators to refine intervention strategies within an MTSS or RtI framework.

By combining adaptive assessment with standards-aligned content and deeply embedded instructional supports, ISIP Math empowers teachers in districts like JCSD to make informed, responsive decisions that enhance student learning outcomes across all grade levels and student populations.

ISIP Math can be given to all students receiving grade-level instruction. Teachers and administrators can use the results to answer two questions:

1. *Are students in grades Pre-K-8 at risk of failing math?*
2. *What is the degree of instructional support that students need to be successful at math?*

Because teachers can assess at regular intervals, they can re-examine and adjust instruction methods throughout the school year.

The ISIP Math blueprint was developed by experienced math educators and researchers who aligned state content standards to the National Council of Teachers of Mathematics (NCTM) focal points. Each standard was categorized as high-priority, secondary, or not assessable. High-priority standards represent foundational skills critical for future success in math, while secondary standards support grade-level proficiency. Standards deemed not assessable are those unsuitable for multiple-choice formats. All classifications were reviewed and confirmed by experts in mathematics education.

The assessment design is also grounded in a cognitive engagement taxonomy from the National Research Council, which outlines five key strands of mathematical proficiency:

1. **Conceptual understanding**: A coherent grasp of mathematical concepts and relationships.
2. **Procedural fluency**: Accurate and efficient execution of mathematical procedures.
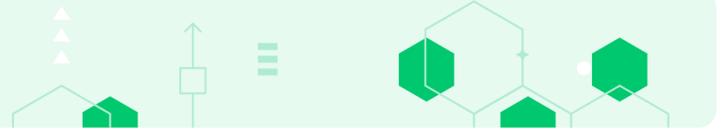
3. **Strategic competence**: The ability to represent and solve problems in multiple forms.

4. **Adaptive reasoning**: Logical thinking and the ability to justify and reflect on problem-solving strategies.

5. **Productive disposition**: A belief in the value of mathematics and in one's own ability to succeed.

ISIP Math emphasizes **the first four strands**, especially conceptual understanding and procedural fluency, and includes items at varying levels of difficulty across each content area. This approach ensures assessments reflect both the depth and rigor of the standards.

## Psychometric Characteristics: Reliability and Validity

Istation Math (ISIP Math) is a comprehensive, computer-adaptive assessment designed to evaluate students' mathematics proficiency across conceptual understanding, procedural fluency, and applied problem-solving. The assessment has undergone extensive psychometric validation, including reliability, validity, and item functioning analyses to ensure accurate and equitable measurement of student progress and growth across all subgroups, including historically underserved students such as emergent bilinguals, students with disabilities, and students from economically disadvantaged backgrounds.

Istation Math has been independently evaluated by the [National Center on Intensive Intervention (NCII)](#) and received full "convincing" ratings for reliability and validity, affirming its technical rigor and its appropriateness for use in high-stakes educational decision-making. These top ratings reflect the assessment's consistent psychometric quality across subgroups and reinforce its value as a growth and progress monitoring tool for districts like Jones County School District.

## Istation Math NCII Ratings

| | Title | Area | Grade | Measure Type | Performance Level Standards | Growth Standards | Usability |
|---|---|---|---|---|---|---|---|
| | | | | | **Reliability** | **Validity** | **Bias Analysis** |
| ☐ | Istation | Istation Math Formative Assessment | Kindergarten | End Year Goal | ●ᵈ | ●ᵈ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 1 | End Year Goal | ●ᵈ | ●ᵈ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 2 | End Year Goal | ●ᵈ | ●ᵈ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 3 | End Year Goal | ●ᵈ | ●ᵈ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 4 | End Year Goal | ●ᵈ | ●ᵈ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 5 | End Year Goal | ●ᵈ | ◒ᵈ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 6 | End Year Goal | ●ᵈ | ○ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 7 | End Year Goal | ●ᵈ | ○ | Provided |
| ☐ | Istation | Istation Math Formative Assessment | Grade 8 | End Year Goal | ●ᵈ | ○ | Provided |

[Compare Tools] [Reset Chart] | All ☐

## Reliability

Istation Math demonstrates high internal consistency across grade levels. The following table presents **marginal reliability coefficients** derived using Item Response Theory (IRT), which evaluate the precision of the ability estimates for each skill domain.

**Internal Consistency by Grade and Math Domain – Istation Math**

*Istation Math exhibits strong marginal reliability across all domains and grade levels (coefficients ≥ 0.85), confirming its ability to produce precise, consistent ability estimates in math.*
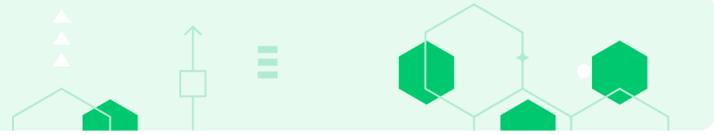
| Grade | Overall | Number Sense | Operations | Algebra | Geometry | Measurement | Data Analysis |
|-------|---------|--------------|------------|---------|----------|-------------|---------------|
| K | 0.93 | 0.88 | 0.87 | 0.91 | – | – | – |
| 1 | 0.92 | 0.89 | 0.88 | 0.90 | – | – | – |
| 2 | 0.91 | 0.86 | 0.87 | 0.89 | 0.90 | 0.88 | – |
| 3 | 0.92 | 0.87 | 0.88 | 0.91 | 0.91 | 0.89 | 0.86 |
| 4 | 0.91 | 0.86 | 0.86 | 0.90 | 0.90 | 0.88 | 0.85 |
| 5 | 0.91 | 0.87 | 0.87 | 0.91 | 0.90 | 0.89 | 0.86 |
| 6 | 0.90 | 0.86 | 0.85 | 0.89 | 0.89 | 0.87 | 0.84 |
| 7 | 0.90 | 0.85 | 0.84 | 0.89 | 0.88 | 0.87 | 0.83 |
| 8 | 0.89 | 0.85 | 0.84 | 0.88 | 0.88 | 0.86 | 0.82 |

These consistently high values across domains confirm the assessment's precision in estimating student ability across all major strands of math instruction.

## Test-Retest Reliability

Istation Math has demonstrated strong **test-retest reliabilit**y, with correlations typically exceeding **0.85** across benchmark periods within the same academic year. This indicates that student scores remain stable over time when their true proficiency remains unchanged.

**Test-Retest Reliability by Grade – Istation Math**

*Scores from fall to midyear benchmarks remain stable (r = 0.86–0.89), validating the tool's appropriateness for monitoring student progress over time.*
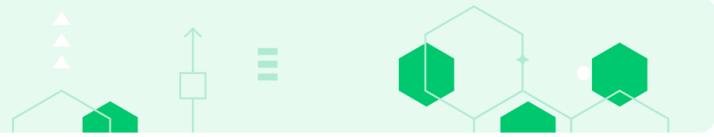
| Grade | Time Interval | Correlation Coefficient |
|-------|---------------|-------------------------|
| 2 | BOY to MOY | 0.87 |
| 3 | BOY to MOY | 0.86 |
| 4 | BOY to MOY | 0.88 |
| 5 | BOY to MOY | 0.89 |

These values support the reliability of Istation Math for progress monitoring over multiple windows.

## Validity

### Predictive and Concurrent Validity

Istation Math demonstrates strong concurrent and predictive validity as evidenced by statistically significant correlations with a variety of external state and district-level math assessments. Reported correlation coefficients range from **0.74 to 0.81**, indicating a strong relationship between Istation Math scores and student performance on standardized measures such as the NWEA MAP Math assessment, state summative tests, and district interim benchmarks (Jeans, 2024).

This data supports the use of Istation Math both as a reliable **universal screener** for academic risk and **tier placement** and as a **predictive tool** for identifying likely student outcomes on high-stakes assessments. The program's capacity to forecast academic performance validates its role in guiding instructional decisions and identifying students who require additional support.

**Concurrent and Predictive Validity with External Math Measures**

*Istation Math scores correlate strongly (r = 0.74–0.81) with external assessments like NWEA MAP Math and state summative exams, confirming the tool's use for instructional readiness and tier placement.*
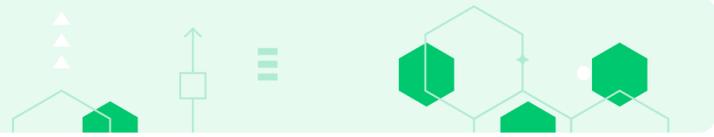
| Grade | External Screener | Correlation Coefficient |
|-------|-------------------|-------------------------|
| 2 | NWEA MAP Math | 0.74 |

| Grade | External Screener | Correlation Coefficient |
|-------|-------------------|-------------------------|
| 3 | State Math Summative Test | 0.77 |
| 4 | District Interim Benchmark | 0.81 |
| 5 | NWEA MAP Math | 0.79 |

**Predictive Validity, Istation Math**

| Grade | External Screener | Correlation Coefficient |
|-------|-------------------|-------------------------|
| 2 | NWEA MAP Math | 0.74 |
| 5 | NWEA MAP Math | 0.79 |

These results validate the use of Istation Math as a predictor of performance on high-stakes external measures and as a reliable screener for academic risk and tier placement.

## Summary

Istation Math provides Jones County School District with a technically sound, standards-aligned assessment system that supports equitable measurement of student progress, growth, and instructional readiness across grades K-8. Validated for both reliability and fairness, ISIP Math consistently delivers accurate, domain-specific insights across all major mathematical strands—including number sense, operations, algebraic reasoning, and geometry. The system demonstrates strong concurrent and predictive validity, and its performance holds consistently across diverse student subgroups. For JCSD, Istation Math offers an essential foundation for effective Tier 1 instruction, targeted intervention, and ongoing growth monitoring within a data-driven MTSS framework.
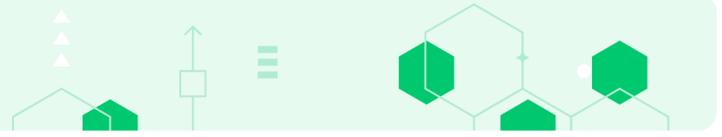
**References:**

Istation Math Technical Manual

Jeans, M. (2024). *Using Istation Math to Improve NWEA MAP Math Outcomes in At-Risk Students.* Istation.

National Center on Intensive Intervention. (n.d.). *Mathematics Screening Tools Chart.* American Institutes for Research. https://charts.intensiveintervention.org/chart/screening

## Assess in a computer-adaptive platform

Amira's integrated assessment platform delivers a highly responsive, instructionally aligned experience that adjusts to each student's needs in real time. Through multi-stage computer-adaptive technology, the system modifies the difficulty and sequencing of assessment tasks based on a student's performance throughout the session. This ensures that each learner works within their optimal learning zone, increasing the precision of results while minimizing cognitive overload and test fatigue. The approach is especially effective for younger students and for diverse classrooms where reading and math readiness levels vary widely.

Amira ISIP Assess and ISIP Math have undergone extensive psychometric evaluation to ensure reliability, validity, and fairness. Amira's assessments meet the technical adequacy standards required for high-stakes educational decisions, including those outlined by the National Center on Intensive Intervention (NCII), which rated Amira's screener with convincing evidence across classification accuracy, sensitivity, and specificity. The platform uses multi-stage adaptivity and Bayesian inference models to ensure that item selection and scoring produce stable, valid estimates across diverse student populations. For complete details of the psychometric properties, please see the Amira Technical Guide and the Istation Math Technical Manual.

In reading, Amira ISIP efficiently evaluates the foundational and complex skills required for literacy, including decoding, fluency, and comprehension. It also screens for dyslexia risk with classification accuracy that meets NCII standards. Assessments typically take between 15 and 25 minutes and yield a rich stream of diagnostic information. In mathematics, the platform uses adaptive item sequencing to deliver tasks that reflect a student's conceptual understanding and procedural knowledge. Both assessments are built within a unified ecosystem that ensures consistent reporting, seamless implementation, and alignment to state standards and district pacing.

Because Amira's adaptivity generates hundreds of direct observation points per session, far beyond what fixed-form assessments capture, districts benefit from a
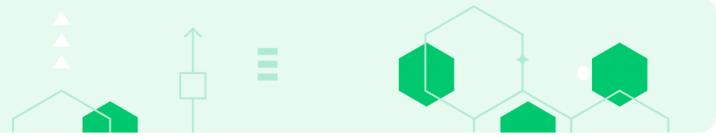
deeper, more accurate understanding of student needs. This allows for timely intervention, supports MTSS implementation, and replaces the need for multiple single-use assessments. With Amira ISIP, districts gain a comprehensive, efficient solution that enhances instructional equity and accelerates learning for all students.

## Provide diagnostic measures

Amira Learning will provide Jones County School District (JCSD) with a unified reading and mathematics solution that delivers real-time insights to identify skill gaps, personalize instruction, and monitor growth, without adding assessment burden or disrupting instructional time. Fully aligned with Mississippi College- and Career-Readiness Standards and JCSD's MTSS framework, the platform will support data-informed teaching that promotes equity, accelerates learning, and meets the needs of every student.

# Reading: Real-Time Literacy Diagnostics with Amira

Aligned with the Mississippi Literacy-Based Promotion Act and validated by the National Center on Intensive Intervention (NCII), Amira meets state requirements for universal screening and dyslexia risk identification, with full NCII ratings confirming its reliability and validity. Amira delivers embedded, real-time diagnostic assessment tailored to the needs of K-8 students across Jones County.

| Compare Tools | Reset Chart | | | | Performance Level Standards | Growth Standards |
|---|---|---|---|---|---|---|
| All ☐ | Title | Area | Grade | Measure Type | Reliability | Validity |
| ☑ | Amira | Assessment & Progress Monitoring | Kindergarten | End Year Goal | 🔴 | 🔴 |
| ☑ | Amira | Assessment & Progress Monitoring | Grade 1 | End Year Goal | 🔴 | 🔴 |
| ☑ | Amira | Assessment & Progress Monitoring | Grade 2 | End Year Goal | 🔴 | 🔴 |
| ☑ | Amira | Assessment & Progress Monitoring | Grade 3 | End Year Goal | 🔴 | 🔴 |
| ☑ | Amira | Assessment & Progress Monitoring | Grade 4 | End Year Goal | 🔴 | 🔴 |
| ☑ | Amira | Assessment & Progress Monitoring | Grade 5 | End Year Goal | 🔴 | 🔴 |
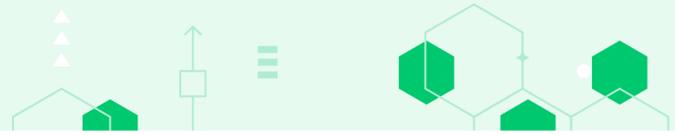
As students read aloud, Amira listens, scores, and analyzes each response, diagnosing foundational skills such as phonological awareness, letter-sound fluency, decoding, vocabulary, fluency, and comprehension. These insights are captured not only during benchmark assessments but continuously, across every reading session, supporting JCSD's commitment to early identification and ongoing instructional responsiveness.

In addition to grade-level proficiency indicators, Amira provides sub-score level diagnostics across phonological awareness, fluency, decoding, vocabulary, and comprehension. These diagnostics are not static snapshots—they dynamically update mastery profiles to inform AI-driven lesson planning and group creation, ensuring alignment with both MTSS tiers and classroom pacing guides.

Amira's diagnostic precision translates directly into instruction. When a skill gap is detected, the platform recommends or delivers targeted practice through the Instruct and Tutor component, offering scaffolded support that aligns with the student's zone of proximal development. This includes micro-interventions addressing decoding, vocabulary, and comprehension challenges, ensuring differentiated instruction without overburdening learners. Teachers are also equipped with scripted lesson plans, digital texts, and math lessons that progress at each student's pace—all designed to support differentiated instruction across tiers, alongside robust teacher-led instructional resources that reinforce core instruction and extend small-group learning.

The system's [Mastery of Academic Standards & Targets (MAST) Report](#) tracks progress over time, giving JCSD educators real-time, skill-specific data to inform grouping, adjust instruction, guide MTSS tier placement, and support academic goal-setting for all students, including those from historically underserved populations.

## Math: Adaptive Diagnostic Measures with Istation

ISIP Math delivers a comprehensive, computer-adaptive diagnostic assessment that evaluates each student's mathematical understanding across key domains, including number sense, algebraic reasoning, operations, geometry, and measurement. As students engage with the assessment, the system adjusts the difficulty and sequencing of items in real time based on their responses, creating an individualized diagnostic profile that reflects both conceptual understanding and procedural fluency.

These diagnostic insights are immediately accessible through teacher-facing reports, which identify each student's strengths and learning gaps. The data helps educators group students by need, align instruction to skill readiness, and plan targeted interventions, ensuring instruction is both responsive and standards-aligned. This
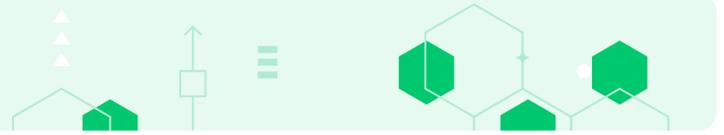
functionality supports JCSD's instructional framework and MTSS implementation by offering actionable, granular data for Tier 1 differentiation and Tier 2/3 intervention planning.

ISIP Math has undergone extensive psychometric validation to ensure accuracy, fairness, and instructional utility. It has been independently evaluated by the [National Center on Intensive Intervention (NCII)](#), receiving full "convincing" ratings for both reliability and validity. These top-tier ratings confirm ISIP Math's technical rigor and reinforce its value as a trusted tool for diagnostic assessment and growth monitoring across diverse student populations, including those who are historically underserved.

## Provide reports such as screening, diagnostic, and growth

Amira Reading and Istation Math deliver a comprehensive suite of educator-facing reports that support data-driven decision-making across the entire assessment and instructional cycle. These reports are designed to help educators identify students at risk, diagnose specific skill gaps, and track progress over time, enabling timely, responsive instruction for all learners.

**Screening** reports present clear indicators of student proficiency relative to grade-level expectations, supporting early identification for tiered intervention. **Diagnostic** reports provide detailed insight into student performance across foundational and advanced skill areas, highlighting both strengths and areas for growth. **Growth** reports track student performance across multiple assessment events and instructional interactions, offering visibility into both individual and group trends.

Reports are continuously updated, easy to interpret, and directly actionable, empowering classroom teachers, specialists, and administrators with the insights they need to plan instruction, differentiate support, and evaluate the effectiveness of interventions.

# Reading Reports

Every reading session in Amira generates updated, teacher-facing reports including:

- **MAST Scores** for mastery tracking

- **Instructional Recommendations Reports** aligned to MS-CCRS

- **Parent Reports** in English and Spanish

- **Skills Diagnostic Reports** identifying gaps across the reading rope
  These reports are used to configure instructional paths within Instruct and to inform the embedded interventions Tutor provides mid-read.
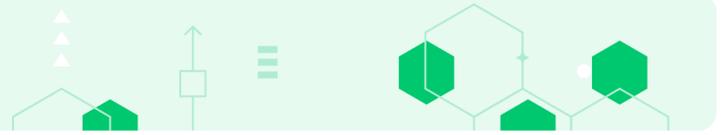
# Administrator Reports

Amira's Administrator Dashboard allows district and school leaders to manage, monitor, and act on literacy performance data across schools. The dashboard offers:

- **Filterable Access:** View and filter data by district, school, grade, classroom, teacher, or individual student.

- **Usage Monitoring:** Track how frequently students are using Amira and correlate usage with reading growth.

- **Assessment Completion:** Monitor benchmark and progress monitoring completion rates in real time.

- Science of Reading Visualization: **Access heat maps, bar graphs, and** diagnostic breakdowns that show performance across reading domains—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- **Custom Benchmarks:** Set district-specific cut scores for proficiency bands (Above/At/Below Grade Level) for BOY, MOY, and EOY assessments.

- **Export Capabilities:** Download CSV or PDF files for additional analysis or stakeholder reporting.

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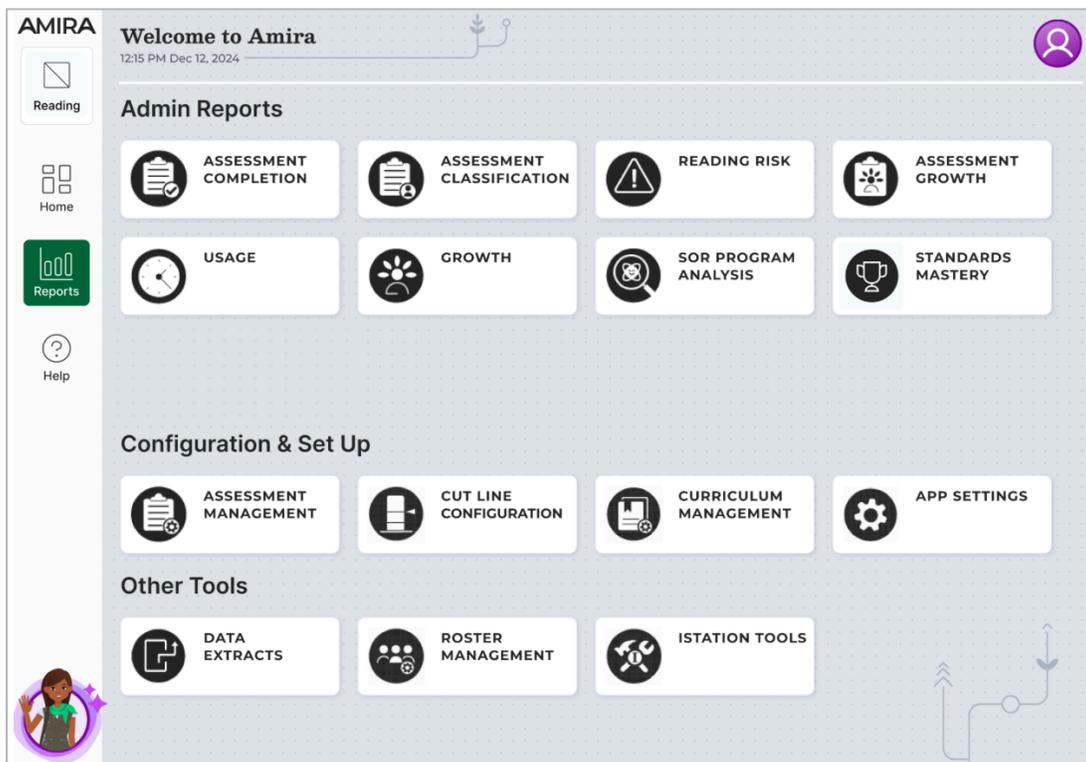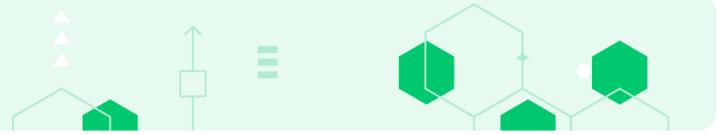
## Science of Reading Program Analysis Report

Amira's Science of Reading (SoR) Program Analysis Report equips instructional leaders with a visual, actionable understanding of student reading proficiency across the district. Grounded in Scarborough's Reading Rope framework, the report synthesizes six essential strands of literacy—phonological awareness, decoding, high-frequency words, vocabulary, background knowledge, and structures & reasoning—to generate scores for word recognition, comprehension, and an overall mastery composite.

These insights help administrators and instructional teams:

- Identify patterns of strength and need across the district
- Drill down to specific classes or students in need of support
- Guide targeted, evidence-based literacy instruction

Each view is tailored to the decision-making level, from macro-level strategy to micro-level intervention.



**Admira Reporting:** Reading Rope Strands by Grade       **AMIRA**

| | Kindergarten | First Grade | Second Grade |
|---|---|---|---|
| DEC | 38 | 39 | 39 |
| PA | 64 | 64 | 64 |
| HFW | 43 | 42 | 44 |
| BK | 46 | 53 | 47 |
| VOC | 65 | 63 | 62 |
| SR | 86 | 81 | 52 |
| WR | 49 | 48 | 49 |
| LC | 54 | 53 | 53 |
| Overall Mastery | 51 | 51 | 51 |

Tier 3: 0-24
Tier 2: 25-74
Tier 1: 75-100

Total Students: 5
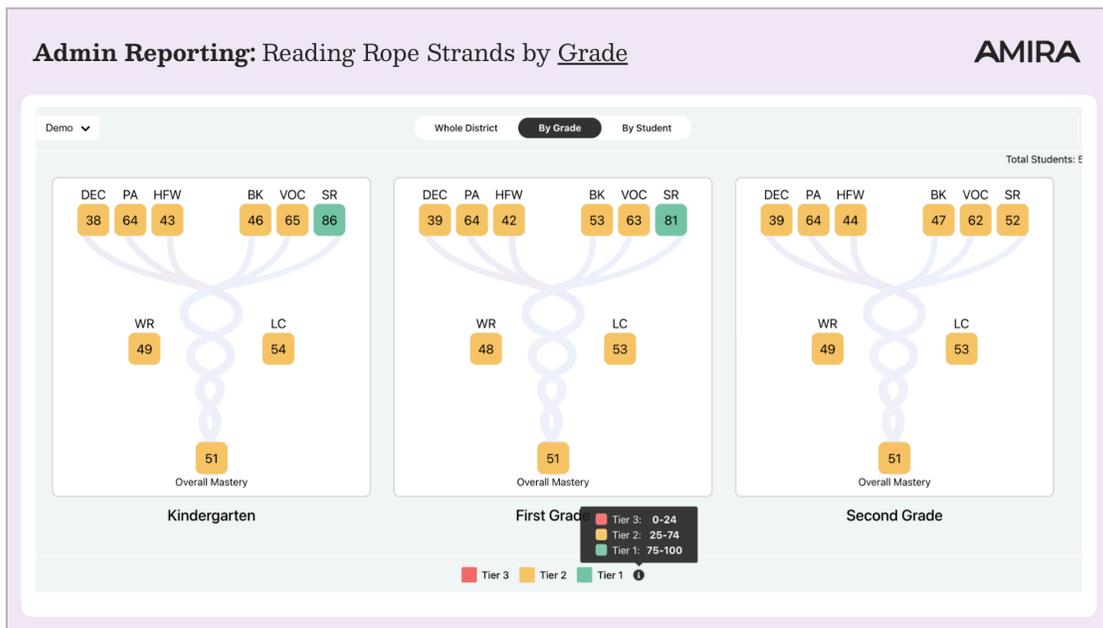
**Admin Reporting:** Reading Rope Strands by <u>School & Classroom</u>   AMIRA

Whole District | By Grade | By Student

| School | Decoding DEC | PA | HFW | WR | BK | SR | VOC | LC | OM |
|---|---|---|---|---|---|---|---|---|---|
| Bluebird Elementary | 63 | 64 | 64 | 63 | 95 | 41 | 32 | 46 | 55 |
| Bright Futures Elementary | 57 | 56 | 57 | 57 | 16 | 1 | 28 | 40 | |
| Bright Pathway Academy | 50 | 50 | 49 | 50 | 66 | 1 | 23 | 34 | |
| Discovery Grove Elementary | 46 | 48 | 48 | 48 | 21 | 41 | 20 | 31 | |
| Heritage Oaks Elementary | 61 | 62 | 62 | 62 | 80 | 42 | 30 | 43 | |
| Willow Creek Elementary | 60 | 62 | 61 | 61 | 26 | 54 | 32 | 44 | |

Whole District | By Grade | By Student

...ird Elementary

| Class | DEC | PA | HFW | WR | BK | SR | VOC | LC | OM |
|---|---|---|---|---|---|---|---|---|---|
| Abbott H Third Grade | 63 | 62 | 59 | 61 | 34 | 78 | 31 | 46 | 54 |
| Abernathy G Third Grade | 65 | 70 | 59 | 65 | 66 | 36 | 34 | 47 | 56 |
| Altenwerth P Fifth Grade | 58 | 65 | 57 | 60 | 95 | 41 | 26 | 42 | 51 |
| Bergnaum M Second Grade | 63 | 61 | 67 | 64 | 58 | 1 | 27 | 47 | 55 |
| Cole J First Grade | 50 | 59 | 60 | 58 | 99 | 55 | 27 | 42 | 49 |
| Collier E Kindergarten | 60 | 67 | 60 | 62 | 62 | 22 | 34 | 52 | 57 |
| Donnelly E Second Grade | 62 | 63 | 61 | 62 | 24 | 4 | 38 | 46 | 54 |
| DuBuque M Kindergarten | 65 | 59 | 66 | 63 | 76 | 64 | 32 | 47 | 55 |
| Jacobson E Third Grade | 67 | 64 | 69 | 67 | 40 | 93 | 24 | 49 | 58 |

Level 1  Level 2  Level 3  Level 4

---

**Admin Reporting:** Reading Rope Strands by <u>Student</u>   AMIRA

Whole District | By Grade | By Student

| School | Class | Grade | Last Name | First Name | DEC | PA | HFW | WR | BK | VOC | S |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Bluebird Elementary | Abbott H Third Grade | Kindergarten | Langworth | Deanna | 36 | 74 | 99 | 70 | 37 | 63 | 6 |
| Bluebird Elementary | Abbott H Third Grade | Kindergarten | Kunze | Lou | 81 | 77 | 68 | 75 | 44 | 24 | |
| Bluebird Elementary | Abbott H Third Grade | Kindergarten | Cremin | Rosie | 70 | 18 | 73 | 54 | 34 | 72 | 7 |
| Bluebird Elementary | Abbott H Third Grade | 1st Grade | Schaden | Abbigail | 86 | 78 | 97 | 87 | 99 | 31 | |
| Bluebird Elementary | Abbott H Third Grade | 1st Grade | Stoltenberg | Brannon | 99 | 98 | 69 | 89 | 53 | 25 | 7 |
| Bluebird Elementary | Abbott H Third Grade | 1st Grade | Hessel | Foster | 34 | 20 | 32 | 29 | 96 | 1 | |
| Bluebird Elementary | Abbott H Third Grade | 1st Grade | Little | Melyna | 99 | 99 | 61 | 86 | 89 | 1 | |
| Bluebird Elementary | Abbott H Third Grade | 1st Grade | Morissette | Nikita | 63 | 34 | 44 | 47 | 99 | 14 | |
| Bluebird Elementary | Abbott H Third Grade | 1st Grade | Hand | Shany | 42 | 58 | 55 | 52 | 22 | 66 | |
| Bluebird Elementary | Abbott H Third Grade | 2nd Grade | Dibbert | Bernadine | 99 | 50 | 40 | 63 | 24 | 30 | 7 |
| Bluebird Elementary | Abbott H Third Grade | 2nd Grade | Gottlieb-Toy | Dedrick | 58 | 99 | 46 | 68 | 57 | 75 | 7 |
| Bluebird Elementary | Abbott H Third Grade | 2nd Grade | Borer | Dee | 51 | 51 | 99 | 67 | 83 | 13 | |
| Bluebird Elementary | Abbott H Third Grade | 2nd Grade | Miller | Geovanni | 24 | 71 | 88 | 61 | 72 | 78 | |
| Bluebird Elementary | Abbott H Third Grade | 2nd Grade | Reinger-Von | Zane | 51 | 79 | 50 | 60 | 99 | 16 | |
| Bluebird Elementary | Abbott H Third Grade | 3rd Grade | Nolan | Aliyah | 50 | 41 | 42 | 44 | 60 | 6 | |
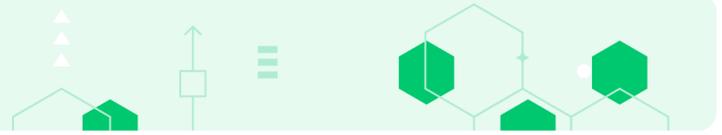
# Standards Mastery Report - Districtwide by Grade, Campus, & Student

Amira's Standards Mastery Report delivers a comprehensive, criterion-referenced view of student proficiency aligned to state reading standards. Available at the district, school, class, and student levels, the report empowers district leaders to make precise, data-informed decisions that elevate instruction and support equity across campuses.

This report helps instructional teams:

- Identify grade-level trends in standards mastery
- Pinpoint underperforming strands or groups
- Monitor progress over time and across cohorts
- Guide targeted interventions and instructional coaching

Administrators can use these insights to align district resources, adjust pacing, and ensure fidelity to high-quality instructional materials.

## Standards Mastery Report
12:15 PM Dec 12, 2024

Whole District | By Student

**Wayside District**
All Standards › District Campuses By Standard: TEKS.ELA.3.2.A.ii

**3rd** ‖ Foundational Skills │ Phonics and Word Recognition

3.2.A.ii
decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables

| School | | | |
|---|---|---|---|
| Central Academy ( 204 ) | 5% / 5% | 80% | 5% |
| Goodview Elementary ( 343 ) | 15% | 70% | 10% / 5% |
| Lakewood Elementary ( 145 ) | 20% | 35% | 35% / 10% |
| Maple Heights School ( 288 ) | 25% | 25% | 25% / 25% |
| Oak Ridge School ( 311 ) | 10% / 10% | 40% | 40% |
| Parkside Elementary ( 103 ) | 10% / 5% / 10% | 75% | |
| Southpark Elementary | | | |

No Data ▮ Not Developed ▮ Developing ▮ Likely Mastered ⓘ

## Assessment Classification Report

Amira's Assessment Classification Report offers a multi-dimensional view of student performance across flexible achievement tiers. District and campus leaders can customize the classification using ARM scores (overall reading mastery) or domain-specific subscores, allowing for precise alignment with local intervention thresholds.

This report supports MTSS frameworks by:

- Visualizing student distribution across performance tiers
- Disaggregating by race/ethnicity, EL status, special education, and socioeconomic background
- Highlighting instructional gaps and Tier 2/3 intervention needs

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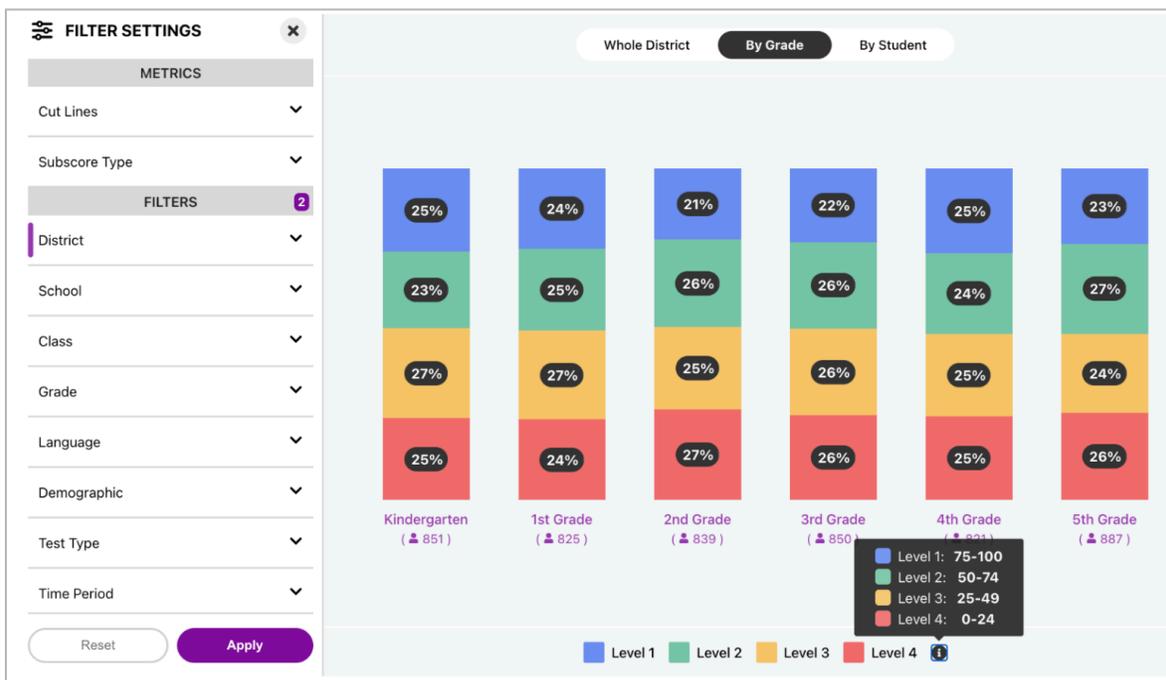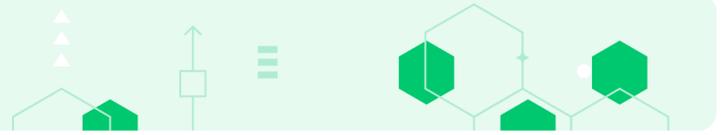
## Reading Risk Report

The Reading Risk Report provides a system-wide view of students who may be at risk for reading challenges, including dyslexia. Built to support early identification, the report leverages multiple indicators—including decoding ability, fluency, and Rapid Automatized Naming (RAN)—to predict potential need for deeper evaluation and Tier 3 support.

This tool helps administrators:

- Flag students for additional screening and services
- Support compliance with early literacy mandates
- Prioritize early intervention resources based on objective risk data
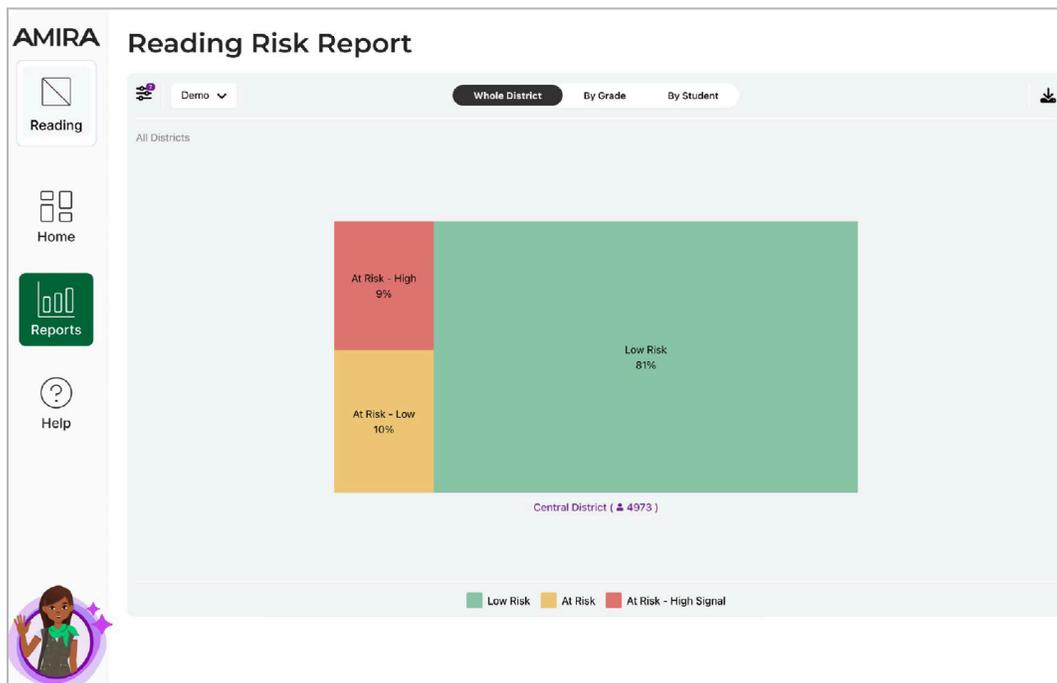


These features collectively allow LEA and district administrators to make informed, data-driven decisions for instructional support, resource allocation, and program evaluation, while ensuring compliance with data privacy through role-based access controls, FERPA alignment, and SOC 2 Type 2 infrastructure
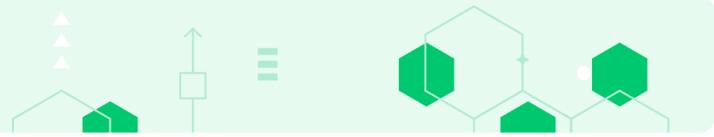
# Teacher Reports

Each time a child reads with Amira, their teacher can receive a recording of the session, in addition to valuable data and resources to support their instruction. With our skills reports, teachers can identify gaps and plan intervention and instruction to support student growth. Most teachers and schools use Amira's periodic benchmark and progress monitoring assessments, while its reports are updated daily or in real-time. When a student reads with Amira, the program listens and provides instructional data to the teacher, offering real-time feedback that is essential for making informed decisions about re-teaching and intervention.

Amira's Teacher Dashboard enables teachers to track score growth across different assessment periods, monitor student progress in skills down to the phoneme level, and access resources for instructional planning in the classroom.

Amira equips educators with a comprehensive suite of reports that drive real-time, data-informed instructional decisions. Accessible through the Teacher Dashboard, these tools extend school- and district-level insights down to the classroom, allowing teachers to track progress, adjust instruction, and accelerate literacy growth with precision. These reports empower educators to make timely, evidence-based decisions for whole-class, small-group, and individualized instruction.
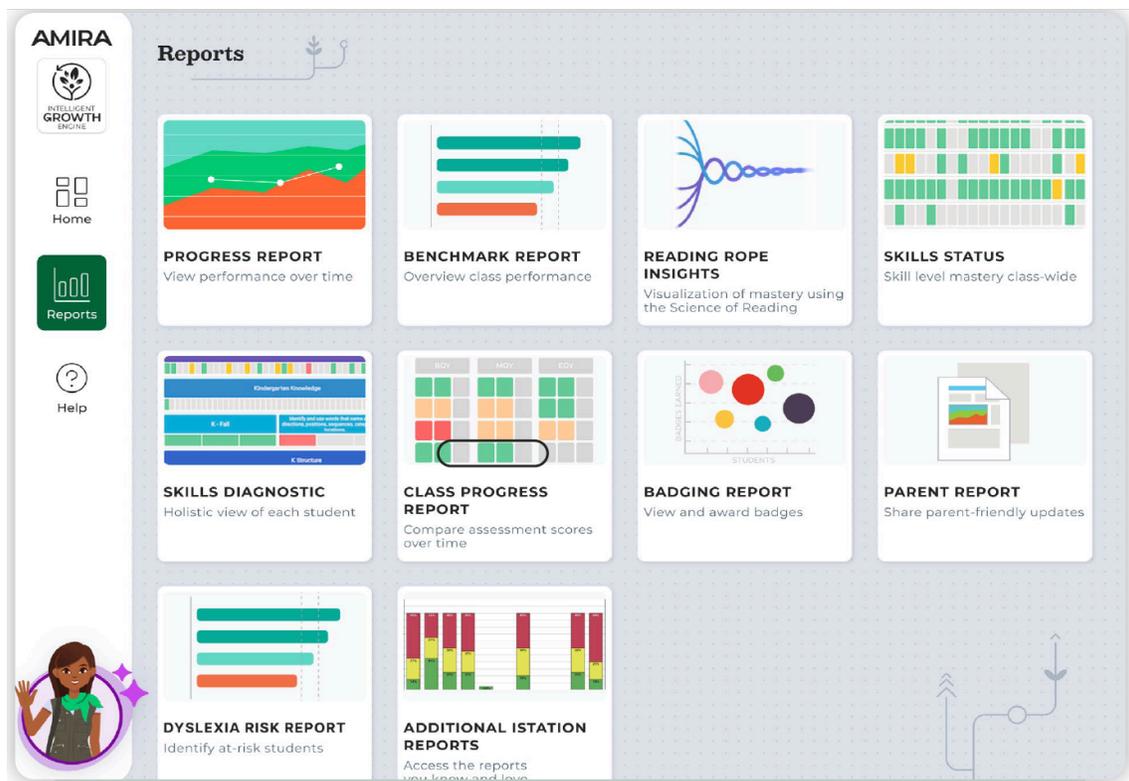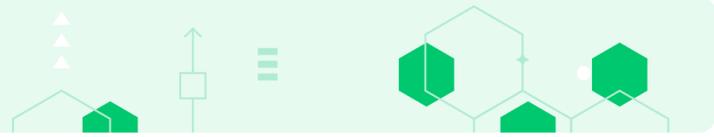
# Growth Dashboard

The Growth Dashboard gives teachers a centralized, real-time view of student assessment progress, instructional planning, and growth insights. Designed to support educators, it delivers proactive alerts on recommended actions and highlights key measures to streamline decision-making and drive student success.

Teachers can track student progress, manage instructional planning, and take timely action based on real-time insights to support student needs. The image below provides an example of this dashboard.  The layout is clear and easy to navigate and understand for both new and experienced educators.
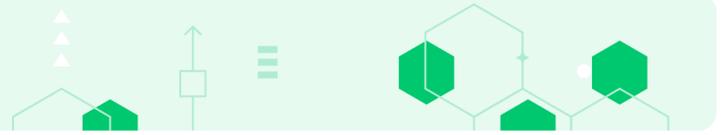
# Mastery of Academic Standards & Targets (MAST)

To provide continuous and comprehensive criterion-referenced mastery tracking, Amira uses MAST, an AI-driven approach that measures student progress toward standards mastery in real time. Unlike traditional summative assessments, MAST aggregates skill-level mastery to produce an ongoing, dynamic measure of standards proficiency.

*How MAST Works:*

- **Skills-Based Mastery Measurement.** Every time a student engages with Amira (benchmark assessments, progress monitoring, tutoring, or instructional practice), the system updates mastery estimates for each literacy skill, automatically generating updated reports.

- **AI-Driven Skill Inference.** Uses neuroscience-based learning models to weigh recent observations more heavily while integrating past performance data.

- **Standards-Level Aggregation.** All skills linked to a standard contribute to a continuous mastery score (0–1 scale, presented as 0–100% mastered).

- **Grade-Level Achievement Calculation.** A weighted average of standard-level mastery scores generates an overall grade-level MAST score, representing the percentage of grade-level standards a student has mastered.

*Key Features of MAST:*

- **Real-Time Updates.** MAST scores refresh daily after any student interaction with Amira.

- **Mastery Levels for Standards**

  🔴 Undeveloped (Red) – Below 50% mastery.
  🟡 Still Developing (Amber) – 50–80% mastery.
  🟢 Mastery Achieved (Green) – Above 80% mastery.
  ⚫ Insufficient Data (Grey) – Not enough data for evaluation.

- **Transparent Mastery Tracking.** Provides educators with actionable insights into student progress toward the MS standards.

- **Standards-Based Growth Analysis.** Tracks student mastery progression throughout the school year rather than relying on fixed testing windows.  The example below illustrates what educators will see in this report.

- **MAST Dashboard.** Provides transparent, criterion-referenced mastery tracking to support formative instructional adjustments throughout the year.
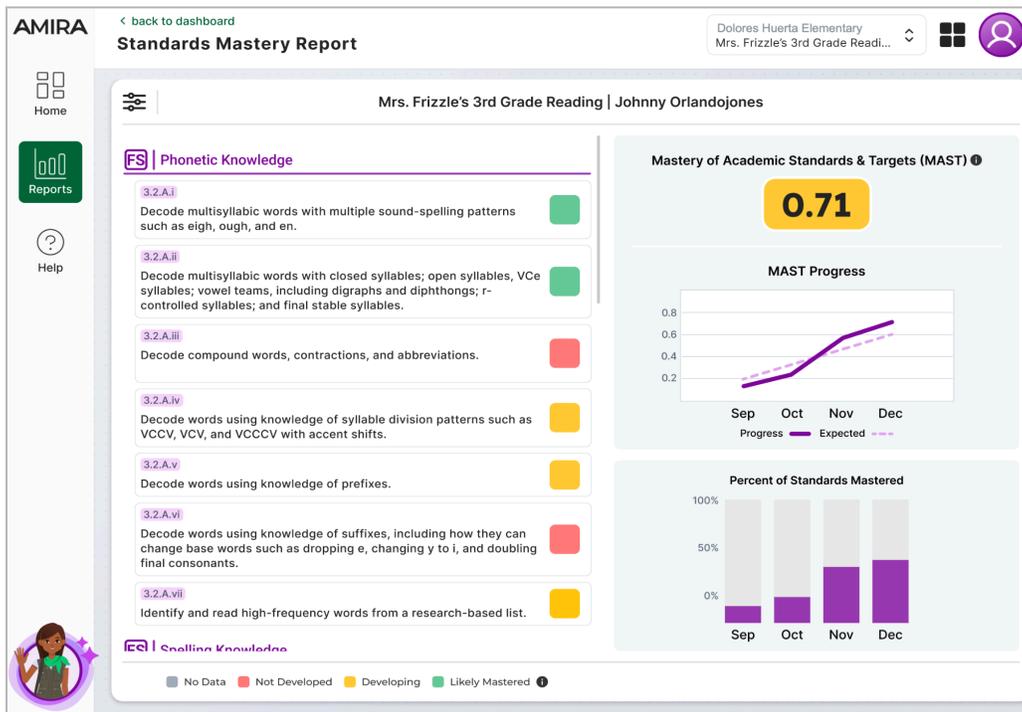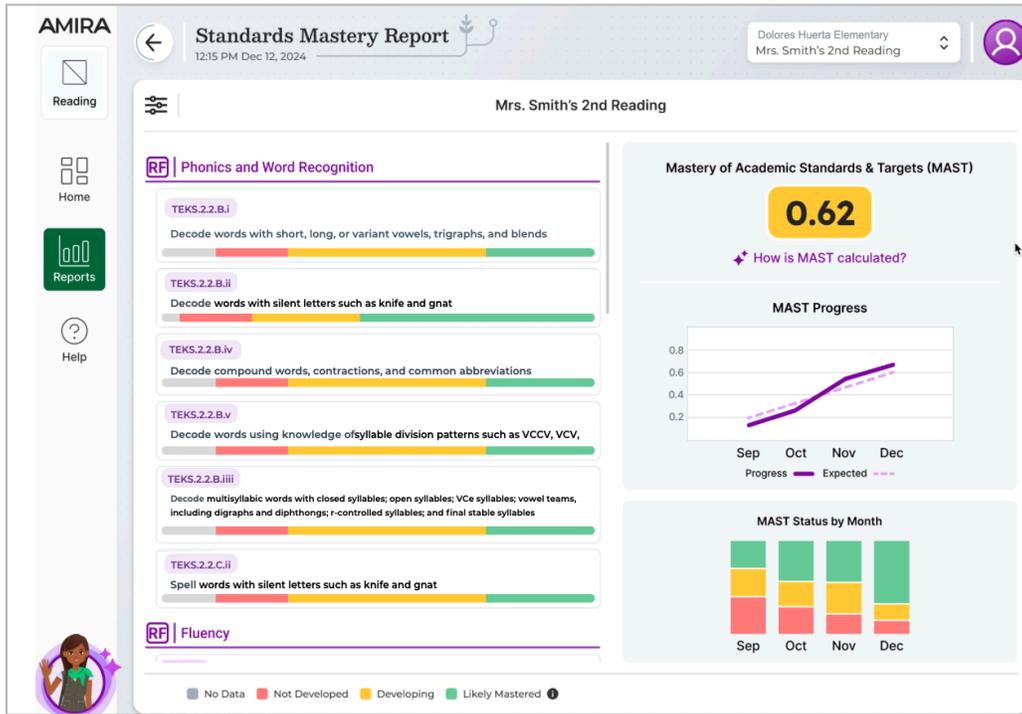
# Benchmark Report

The [Benchmark Report](#) provides teachers with instant access to students' assessment scores across multiple metrics. Teachers can make whole-class comparisons to inform planning and instructional strategies. The report displays students' performance relative to percentile rankings, all within a single report.
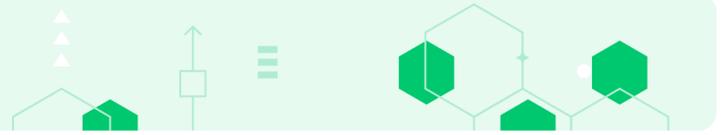
## Class Progress Report

The [Class Progress Report](#) allows teachers to see their class's assessment scores across the school year. Teachers can view scores and percentile rankings from a variety of metrics and compare scores across the school year to see progress.

This report provides an at-a-glance view of student reading mastery and growth across the school year. The image below shows what teachers can see when they log into this report.



Beginning, middle, and end-of-year Benchmark Assessment scores all in one view.

Multiple Metrics: Amira Reading Mastery Oral Reading Fluency Sight Recognition Phonological Awareness Vocabulary Size

The student's latest Progress Monitoring assessment scores are visible as another comparison point.
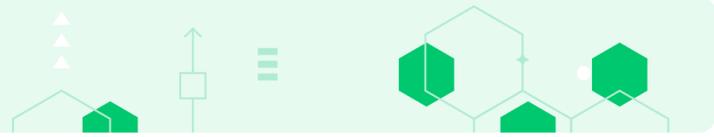
# Skills Status Report

Amira offers a [Skills Status Report](#) that helps teachers group students based on a detailed analysis of their skills. This report provides a clear overview of student performance in key literacy areas such as phonemic awareness, decoding, vocabulary, and comprehension. With this data, teachers can tailor small-group instruction using evidence-based grouping strategies. The report is dynamic, allowing educators to adjust student groupings and access targeted resources with a simple click on each cell. Teachers have instant access to all necessary resources, eliminating the need for searching or extra preparation, so learning remains seamless and uninterrupted. The image below highlights items found on this report.

The report shows the reading skills in each strand of the Reading Rope organized by grade level and time of year.

View skill mastery in different areas of the Reading Rope.

Toggle over any skill to see details about the skill and the student's mastery. Click on any skill to access instructional resources for teaching it.

# Skills Diagnostic Report

The [Skills Diagnostic Report](#) (described in this video) is organized by Scarborough's Reading Rope, provides a comprehensive view of a student's reading abilities. It includes detailed insights into reading skills and mastery levels, with concepts categorized as "likely mastered" (green), "appropriately challenging" (yellow), or "very challenging" (red). The report focuses on core reading skills like phonological awareness, decoding, high-frequency words, background knowledge, vocabulary, and reasoning.

Amira updates the report regularly to reflect student progress, offering a dynamic and granular view of their skills. Teachers can track targeted skills during interventions, with the goal of all marked skills turning green as students make progress by the end of the intervention period. This tool is valuable for tailoring instruction and monitoring growth in alignment with curriculum objectives.



Skill Areas are ordered by their typical age of acquisition. Skill Areas are arranged in time, on a continuum from K-6 Grade

Teachers can toggle over the exact skills to see a description of the skill and the number of observations and errors the student has made. Click on any skill to access resources for teaching it.

See the student's skill mastery in every strand of the Reading Rope

# Progress Report

The [Progress Report](#) (described in this video) provides real-time insights into student reading growth by tracking performance across assessments and practice sessions. It features an interactive graph, customizable score metrics, and a detailed activity log, allowing teachers to monitor trends, compare Benchmark and Progress Monitoring results, and identify areas for support. The report also includes a Predicted Ability score to estimate future progress, helping educators make data-driven instructional decisions. With its comprehensive yet easy-to-use format, the Progress Report supports targeted interventions and effective literacy development.



Track individual student progress over time

Benchmark Assessment scores at-a-glance

Click on any symbol or story title to access a scored transcript and recording of the student reading that story

Multiple Metrics: Amira Reading Mastery Oral Reading Fluency Sight Recognition Phonological Awareness Vocabulary Size

Forecast mastery into the future

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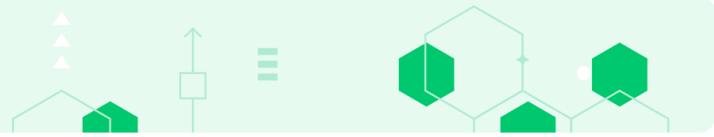
# Dyslexia Risk Report

Amira ISIP can also identify reading difficulties. Including RAN in the first administration of the school year establishes a baseline to measure progress while providing an early, efficient, and predictive measure of reading fluency, processing speed, and risk for reading difficulties, including dyslexia. It allows for timely interventions, better differentiation of reading challenges, and improved tracking of literacy development over time.

The Dyslexia Risk Report (described in this video) flags potential reading challenges, such as dyslexia, by analyzing key risk factors. For multilingual students, the Dyslexia Risk Report offers a combined view of risk levels in English (EN) and, if applicable, in Spanish (ES) - as shown for Leah Gibbs in the screenshot below. This helps teachers prioritize early intervention for students who may be at risk for specific reading difficulties beyond language acquisition challenges.
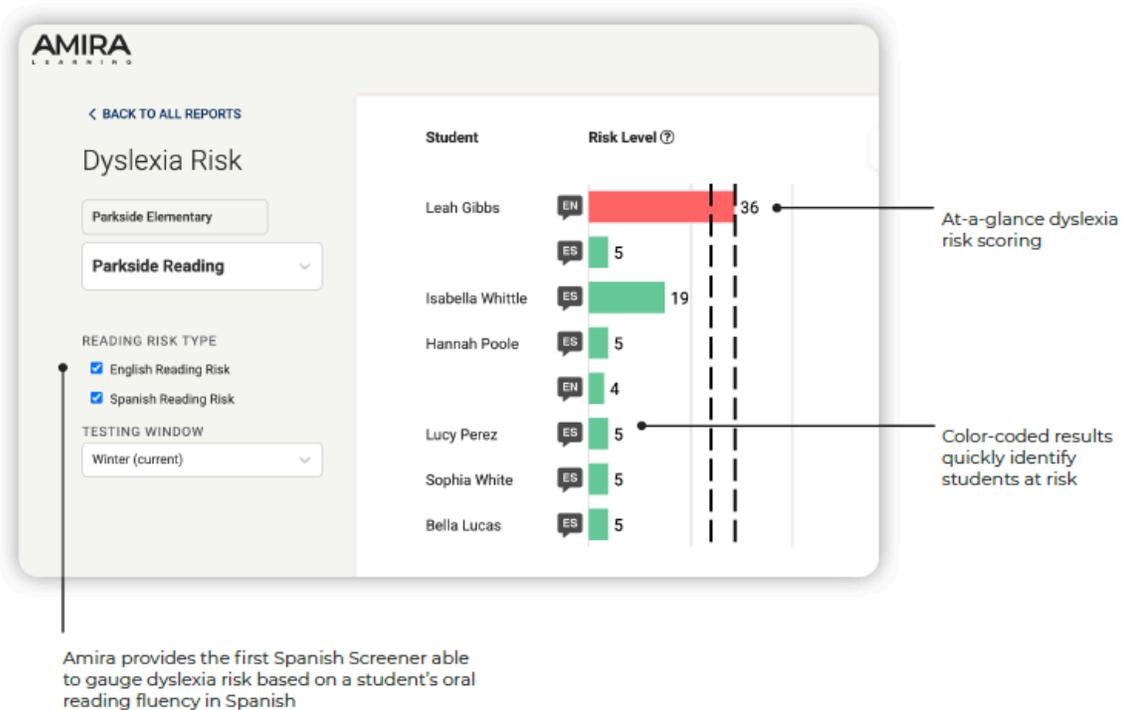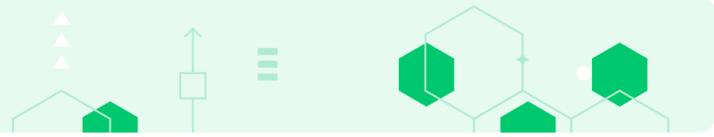
## Tracking Report

The Teacher Tracking Report enables at-a-glance management of student practice and assessment with Amira. Teachers can quickly view the number of minutes and stories students have read weekly, manage students' language settings, and assign early readers to the Early Reader Skills Scaffold. Teachers can easily assign Amira's Benchmark Assessment and/or Progress Monitoring Assessments and track students' completion. The image below identifies some key areas of this report.



See which students have an assessment assigned or completed

Set students for Bilingual mode—Amira can assess and tutor students in both English and Spanish

Easily track the number of stories and minutes each student has read at-a-glance to be able to support weekly progress

Assign the Benchmark Assessment and/or Progress Monitoring Assessments to gather rich data insights into each student's reading skills

Assign the Early Reader Skills Scaffold (ERSS) —this can be done manually or students may be placed in the ERSS if their assessment score designates them as an early reader

# Student and Family Reports

Amira's Family Reports deliver clear, visually intuitive data on each student's reading progress using a color-coded system (red, yellow, green), making it easy for parents to understand their child's mastery of key reading skills like phonics, fluency, and comprehension. These reports allow parents to quickly identify areas where their child may need additional support and provide suggestions for literacy activities at home that align with the school's instructional strategies.

The Overall Student Summary Report provides a summary of a student's reading progress by specific domain and subscore, situating performance relative to peers nationally and their performance across Fall, Winter, and Spring benchmark periods. An example of this report is provided in the images below.

# Alexandria's Indicators of Progress

## Developing and Sustaining Foundational Language

### Phonological Awareness

| Phonological Working Memory | Phoneme Manipulation | Phoneme Elision | Segmentation | Blending |

Phonological awareness is knowing how words are made up of sounds. For example: hearing "cat" and knowing it has 3 sound: "k", "a", and "t".

| Fall Score | % Correct | Fall PR |
| --- | --- | --- |
| 0.9 GL | 56% | 27 |

**On Track**

Sep Nov Jan Mar May Jul

### Print Awareness

| Letter Names |

Print awareness is understanding how print works in texts. For example, knowing we read left to right and top to bottom in English.

| Fall Score | % Correct | Fall PR |
| --- | --- | --- |
| 1.2 GL | 71% | 52 |

**On Track**

Sep Nov Jan Mar May Jul

### Phonetic Knowledge

| Letter Sounds | Nonsense Word Fluency | Word Identification Fluency |

Phonetic Knowledge is understanding how letters represent sounds in words. For example, the "ph" in "phone" makes the /f/ sound.

| Fall Score | % Correct | Fall PR |
| --- | --- | --- |
| 1.05 GL | 66% | 42 |

**On Track**

Sep Nov Jan Mar May Jul

### Spelling Knowledge

| Spelling |

Spelling Knowledge is using letter-sound knowledge to write words correctly. For example, spelling the word "dog" by matching sounds to letters.

| Fall Score | % Correct | Fall PR |
| --- | --- | --- |
| 1.0 GL | 62% | 29 |

**On Track**

Sep Nov Jan Mar May Jul

## Vocabulary

### Vocabulary

| Listening Comp / Retell | Receptive Vocabulary |

Vocabulary is the knowledge of word meanings. For example, knowing that "happy" means feeling good and joyful.

| Fall Score | % Correct | Fall PR |
| --- | --- | --- |
| .095 GL | 53% | 26 |

**On Track**

Sep Nov Jan Mar May Jul

## Fluency

### Accuracy

| Oral Reading Fluency |

Accuracy is reading words exactly as they are written. For example, reading "The cat is black" with no errors.

| Fall Score | Score | Fall PR |
| --- | --- | --- |
| 0.6 GL | 39% | 16 |

**Catch Up**

Sep Nov Jan Mar May Jul

### Rate

| Oral Reading Fluency |

Rate is reading speed measured in words correct per minute.

| Fall Score | Rate | Fall PR |
| --- | --- | --- |
| 0.71 GL | 21 WCPM | 22 |

**Catch Up**

Sep Nov Jan Mar May Jul

### Prosody

| Oral Reading Fluency |

Prosody is reading aloud with expression, tone, and rhythm. For example, using a rising tone at the end of a question.

| Fall Score | Fall PR |
| --- | --- |
| 0.5 GL | 12 |

**Catch Up**

Sep Nov Jan Mar May Jul

## Comprehension

### Listening Comprehension

| Listening Comp / Retell |

Listening Comprehension is understanding spoken language and ideas. For example, recalling the main idea and details of a read-aloud story.

| Fall Score | Score | Fall PR |
| --- | --- | --- |
| 0.22 GL | 10% | 2 |

**Catch Up**

Sep Nov Jan Mar May Jul

### Reading Comprehension

| Reading Comp |

Reading Comprehension is understanding and interpreting a text's meaning. For example, identifying characters and events in a story.

| Fall Score | Score | Fall PR |
| --- | --- | --- |
| 0.71 GL | 20% | 7 |

**Catch Up**

Sep Nov Jan Mar May Jul

# Parent Reports and Support Tools

Amira provides visually intuitive and parent-friendly reports that help families understand their child's literacy progress. These [Parent Reports](Parent Reports) are designed to be accessible and supportive, giving parents the clarity they need to take action at home.

- Color-coded indicators (green/yellow/red) for key reading skills: phonics, fluency, vocabulary, and comprehension
- Plain-language summaries explaining student performance, growth trends, and current reading level
- Practical, at-home literacy activities aligned to areas of need and strength
- Visual performance graphs over time (fluency, comprehension, decoding)

Reports are automatically updated and can be printed, shared digitally, or reviewed during conferences. Parents can track their child's trajectory with confidence and clarity.
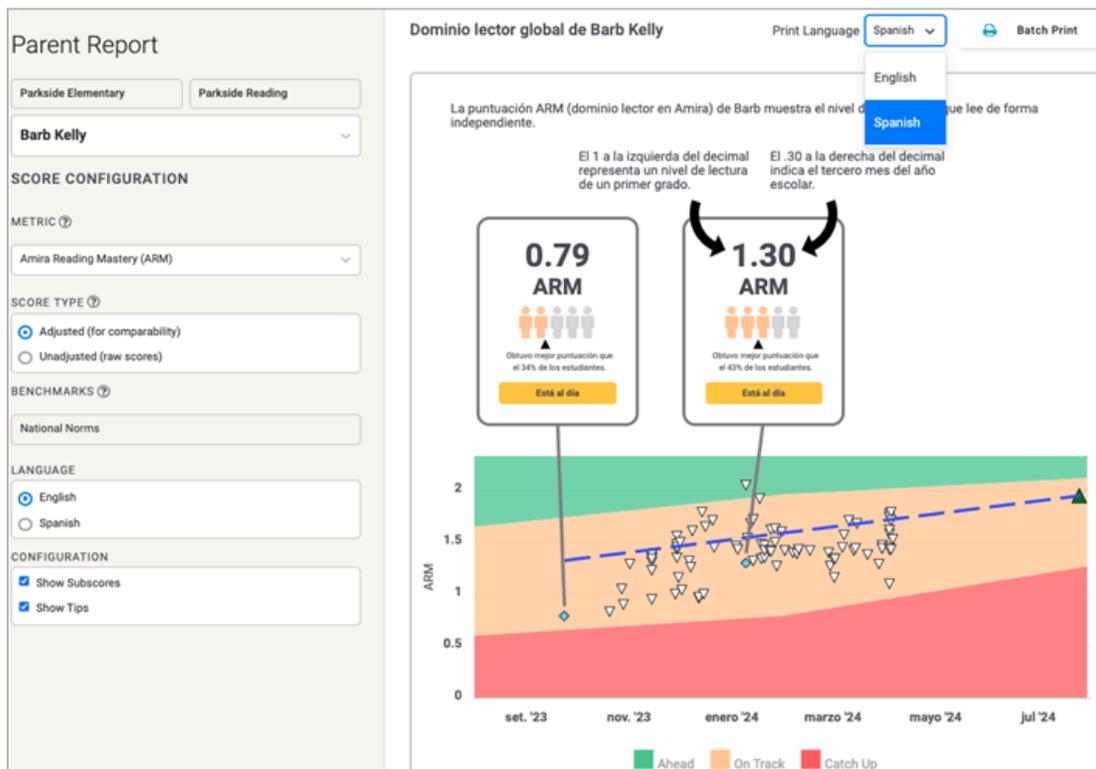
## Reading Subscores

All students have reading strengths and areas for improvement. Below are Ka's reading subscores - these scores show which reading skills are Ka's strengths and which they have room to improve.

| | | | |
|---|---|---|---|
| **Alphabetic Knowledge** | Scored better than 62% of students | On Track | Alphabetic Knowledge is recognizing letter names and their corresponding sounds. |
| **Comprehension** | Scored better than 22% of students | Catch Up | Comprehension is understanding the meaning of a text. For example, being able to answer questions about a story or summarize its main idea. |
| **Decoding / Phonics** | Scored better than 55% of students | On Track | Decoding is matching letters to sounds. For example: knowing the "c" in cat makes a "k" sound. |
| **Encoding / Spelling** | Scored better than 22% of students | Catch Up | Encoding is using letter-sound knowledge to write words correctly. For example, spelling the word "dog" by matching sounds to letters. |
| **Phonological Awareness** | Scored better than 25% of students | Catch Up | Phonological Awareness is the ability to recognize and manipulate sounds in words. For example, identifying that "cat" and "bat" rhyme. |
| **RAN Speed** | Scored better than 82% of students | Ahead | Rapid Automatized Naming (RAN) Speed is how quickly a child can name a series of familiar objects, colors, or symbols. |
| **Vocabulary** | Scored better than 22% of students | Catch Up | Vocabulary is the knowledge of word meanings. For example, knowing that "happy" means feeling good and joyful. |
| **Words Correct Per Minute** | Scored better than 25% of students | Catch Up | Words Correct Per Minute (WCPM) measures the accuracy and speed of reading connected text. |

## Tips for Helping Alexandria With Reading

1. Adverbs are words that describe verbs. Play a game with your child where you give them a verb and an animal and they describe how that animal moves using adverbs. For example, a cheetah runs _____. See how many they can list.

2. Reading and writing work together for literacy gains. Help your child grow as a writer by asking them to write about their day and share the story with your family.

3. Practice breaking words into syllables. Say two and three syllable words to your child and ask how many syllables they hear. Examples: weather, tornado, ocean, lake, clouds, rainy, stormy, snowball, icicle, seasons, snowflake.
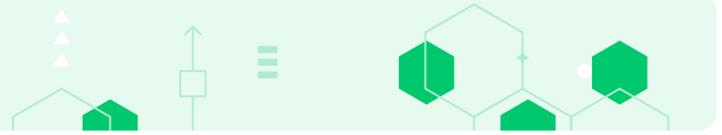
To further support effective communication between schools and families, Amira ISIP offers customizable [family communication templates](#) in multiple languages, allowing educators to share student progress updates, intervention plans, and literacy goals in a clear and accessible format. Additionally, Amira ISIP facilitates structured [Parent-Teacher Communication Protocols](#), ensuring that parents receive clear guidance on interpreting assessment results and are actively involved in their child's literacy growth.

## Math Reports

Istation Math provides a comprehensive set of reports, including screening, diagnostic, and growth reports, to support data-driven instruction across all MTSS tiers. Screening reports help identify students at risk for math difficulties by highlighting proficiency levels and key domain performance. Diagnostic reports offer detailed insights into students' conceptual understanding and procedural fluency across major content areas such as number sense, operations, algebraic reasoning, and geometry. Growth reports track student progress over time using norm-referenced and scale scores, enabling educators to monitor learning trajectories and evaluate the effectiveness of instruction and interventions. All reports are easy to access, updated in real time, and designed to support timely, targeted instructional planning.

Examples of reports are below.
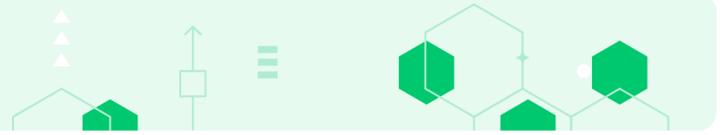
# Classroom Summary Report

The Classroom Summary Report provides teachers with a snapshot of their entire class's performance on the most recent assessment. It lists each student's overall score, instructional tier placement, and performance in individual math domains.

This report allows teachers to quickly compare student achievement, identify those who are on track, and flag those who need additional support. It also highlights instructional groupings, making it easier to plan small-group instruction or interventions. With its clear, organized layout, this report is a practical tool for monitoring class-wide progress and informing day-to-day instructional decisions.

## Classroom Summary

Edit Report | Save Report | Print

Istation Math results for Kindergarten - Reading & Math
at Oasis Elementary School - School Year 2019/2020

**Critical Intervention**

1 student have been identified at or below the 10th percentile and in need of critical intervention.

View as CSV

### Students in Level 1

| Name | ISIP Math | Percentile Rank | Quantile | Usage (hours) | Current Unit |
|------|-----------|-----------------|----------|---------------|--------------|
| Marbin | 1851 | 8 | EM255Q | 28 | Unit 19 |

### Students in Level 2

| Name | ISIP Math | Percentile Rank | Quantile | Usage (hours) | Current Unit |
|------|-----------|-----------------|----------|---------------|--------------|
| Kameron | 2071 | 30 | EM110Q | 23.7 | Unit 21 |
| Melanie | 2071 | 30 | EM110Q | 29.7 | Unit 21 |

### Students in Level 3

| Name | ISIP Math | Percentile Rank | Quantile | Usage (hours) | Current Unit |
|------|-----------|-----------------|----------|---------------|--------------|
| Marisol | 2185 | 47 | EM35Q | 21.2 | Unit 19 |
| Roberto | 2207 | 51 | EM20Q | 20.7 | Unit 18 |
| Joslyn | 2214 | 60 | EM15Q | 9.2 | Unit 9 |
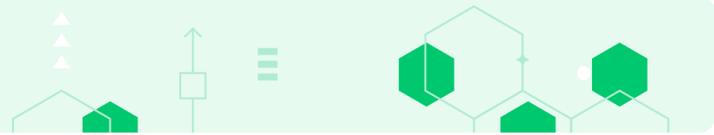
# Domain Growth by Level

The Domain Growth by Level Report tracks student progress within specific math domains—such as number sense, operations, and geometry—over time. It groups students by instructional level and shows how their skills in each domain are developing across multiple assessment periods.

This report helps teachers identify which domains show strong growth and which may require more targeted instruction. By breaking down progress by both domain and instructional level, it supports differentiated instruction and enables educators to tailor their teaching strategies to the needs of each group or individual student.



### Domain Growth by Level

Edit Report | Save Report | Export Details | Print

**ISIP™ Math results for 1st Grade - All Products**
at Oasis Elementary School - School Year 2022/2023

**1st Grade - Overall Math**

**November - January (Overall Math)**

August - October | November - January | February - April | May - July

View as CSV

**Monthly Scores by Student - 1st Grade - Overall Math**

| Students | November [+] | | | December [+] | | | January [+] | | |
|---|---|---|---|---|---|---|---|---|---|
| | Score | Level | %-tile Rank | Score | Level | %-tile Rank | Score | Level | %-tile Rank |
| Alejandro | 400 | 2 | 32nd | 461 | 4 | 65th | 438 | 3 | 47th |
| Amari Alani | 423 | 3 | 47th | 417 | 2 | 38th | 442 | 3 | 49th |
| Ayana | 432 | 3 | 53rd | 404 | 2 | 30th | 413 | 2 | 32nd |
| Bryan | 433 | 3 | 53rd | 414 | 2 | 36th | 436 | 3 | 46th |

# ISIP Summary

The Summary Report offers a comprehensive, high-level overview of student performance across a class, grade, or school. It includes overall math ability scores, instructional level placements, and domain-specific performance, allowing educators to quickly identify trends, monitor growth, and spot students in need of intervention or enrichment.

Designed to support instructional planning and resource allocation, the report provides both individual and group-level insights, helping teachers and administrators make informed, data-driven decisions to support student learning and progress over time.



## Summary

Edit Report  Save Report  Export Details  Print

ISIP™ Math results for 1st Grade - All Products
at Oasis Elementary School - School Year 2022/2023

### 1st Grade - May 2023

Legend:
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

| Domain | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--------|---------|---------|---------|---------|---------|
| Overall | 8% | 13% | 25% | 29% | 25% |
| NS | 29% | 8% | 13% | 29% | 21% |
| MD | 13% | 13% | 21% | 33% | 21% |
| G | 21% | | 25% | 33% | 17% |
| CA | 8% | | 25% | 38% | 29% |

**Domains Assessed**

View as CSV

### 1st Grade - All Products - May 2023
Domains Assessed (includes score, level, and percentile)

| Students | Overall Math [+] Score | Level | %-tile | Number Sense NS [+] Score | Level | %-tile | Measurement and Data Analysis MD [+] Score | Level | %-tile | Geometry G [+] Score | Level | %-tile | Computations and Algebraic Thinking CA [+] Score | Level | %-tile |
|----------|-------|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|--------|
| Samuel [+] | 355 | 1 | 7 | 344 | 1 | 5 | 385 | 2 | 30 | 398 | 1 | 20 | 297 | 1 | 5 |
| Sergio [+] | 358 | 1 | 8 | 293 | 1 | 5 | 344 | 1 | 10 | 384 | 1 | 20 | 348 | 1 | 10 |
| Mikayla [+] | 409 | 2 | 26 | 403 | 1 | 10 | 376 | 1 | 20 | 375 | 1 | 10 | 485 | 4 | 70 |
| Calion [+] | 414 | 2 | 28 | 407 | 1 | 20 | 406 | 2 | 40 | 379 | 1 | 20 | 444 | 3 | 50 |

# Priority Report

The Priority Report is a key tool that helps teachers quickly identify students who need additional instructional support. Generated immediately after an assessment, this report highlights students who are performing below expected levels and flags those not making adequate progress over time.

The report groups students by instructional tier and provides a clear summary of performance across key math domains. It also includes links to targeted lessons and intervention resources, allowing teachers to take immediate action. For students identified as needing support, the report tracks ongoing concerns across multiple assessment periods, helping teachers monitor progress and determine whether interventions are effective.

## Priority

<div align="right">✏ Edit Report   🖫 Save Report   🖨 Print</div>

**Istation Math results for Classroom - J Thomas**

at Istation Demo Elementary - School Year 2023/2024

ⓘ View Legend

### Overview of current groups for this class:
Do not print this section

Student count does not include acknowledged alerts where intervention has been delivered.

- ISIP Math: Grade 2 (8 students)

> **Critical Intervention**
> **4 students** have been identified at or below the 10th percentile and in need of critical intervention.

### ISIP Math: Grade 2

**Recommended Teacher Directed Lesson:**
**2nd Grade - ISIP Math Teacher Directed Interventions**

Resource Details

| Select All ☐ | Students in this Group | Quantile | Priority Status | Overall Level | Date Listed | Usage Since this Alert (hh:mm) | Current Unit |
|---|---|---|---|---|---|---|---|
| ☐ | 1, Student [+] | 725Q | ▽ | 2 | Fri Sep 15 2023 | 00:03 | |
| ☐ | 10, Student [+] | n/a | ✗ | 1 | Fri Sep 15 2023 | 00:00 | |
| ☐ | 2, Student [+] | n/a | ✗ | 1 | Fri Sep 15 2023 | 00:00 | Unit 30 |
| ☐ | 3, Student [+] | n/a | ✗ | 1 | Fri Sep 15 2023 | 00:00 | |
| ☐ | 4, Student [+] | n/a | ✗ | 1 | Fri Sep 15 2023 | 00:00 | |
| ☐ | 6, Student [+] | n/a | ✗ | 1 | Fri Sep 15 2023 | 00:00 | |
| ☐ | 7, Student [+] | n/a | ✗ | 1 | Fri Sep 15 2023 | 00:00 | |

# Rate of Improvement Report

The Rate of Improvement Report tracks how quickly a student is progressing in mathematics over time. It provides a visual display of each student's growth trajectory, comparing their actual progress to expected growth benchmarks.

This report helps teachers determine whether students are on track to meet end-of-year goals or if they need additional support. It's especially useful for monitoring the effectiveness of interventions, as it shows whether a student's rate of improvement is accelerating, steady, or slowing down.
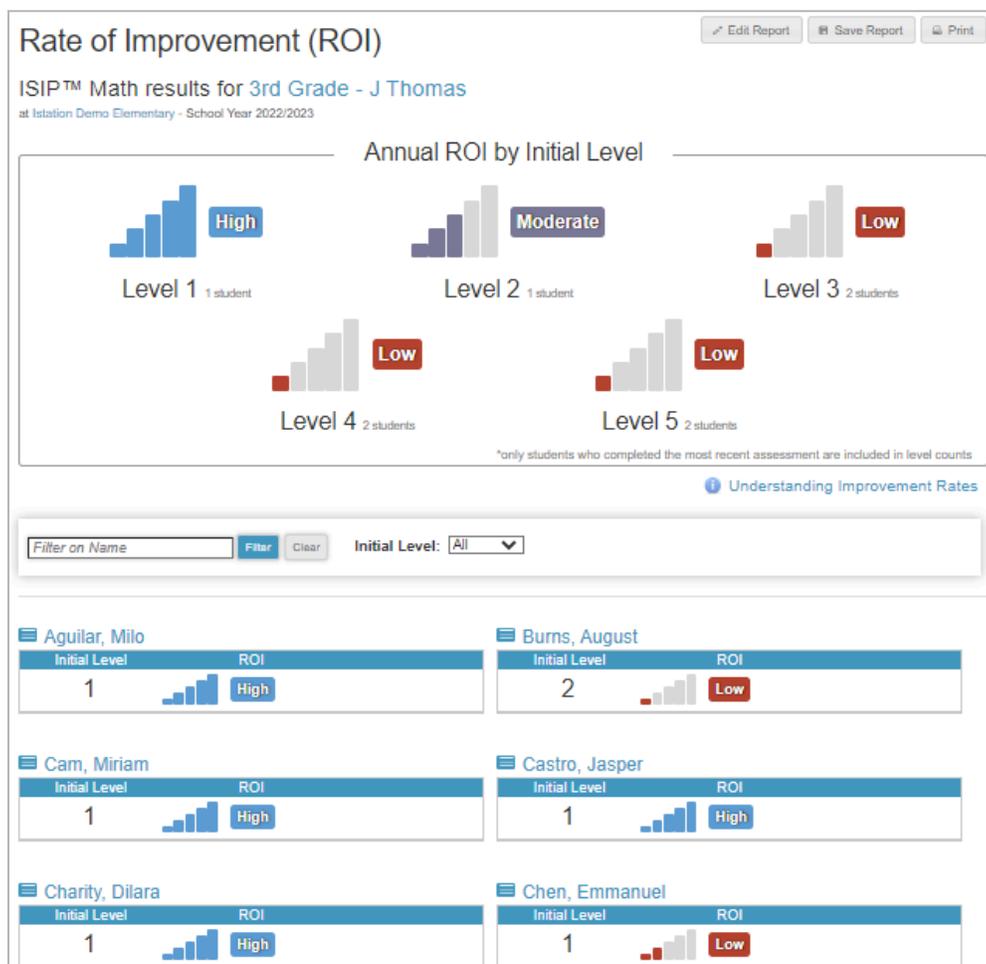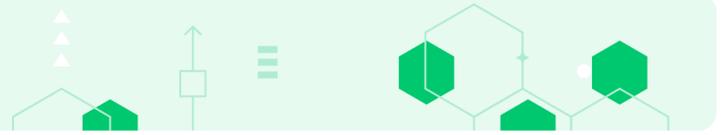
## Standards Report

The Standards Report shows how students are performing in relation to specific state or national math standards. It maps assessment results to grade-level expectations, helping teachers quickly identify which standards students have mastered, are developing, or need additional support.

The report can be viewed at the student, class, or group level, making it easy to track progress and adjust instruction. Aligning results to standards, it supports targeted teaching, standards-based planning, and effective progress monitoring.



Together, Amira Reading and Istation Math transform assessment data into instructional power, empowering educators with the tools, resources, and real-time insight needed to drive targeted, equitable, and effective teaching.
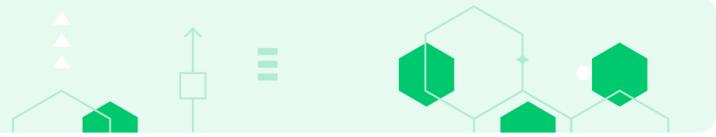
# Unified Scoring Framework: Norm-Referenced and Criterion-Referenced Data Across Reading and Math

Amira Reading and Istation Math provide Jones County School District (JCSD) with a cohesive assessment and instructional system that delivers both norm-referenced and criterion-referenced data, ensuring educators have a 360-degree view of student performance. These tools fully meet the RFP's requirements for actionable, technically sound, and standards-aligned data across K-8 reading and mathematics.

Together, Amira and Istation form a unified, adaptive ecosystem that evaluates student performance through multiple psychometric lenses—including national percentile comparisons and real-time standards mastery tracking. Each platform delivers grade-specific insights that support tier placement, intervention planning, and instructional alignment with the Mississippi College and Career Readiness Standards (MS-CCRS).

| Product | Norm-Referenced Scores | Criterion-Referenced Scores | Reporting Levels |
|---|---|---|---|
| **Amira ISIP** | Percentile Ranks, ISIP Scaled Score, ARM | MAST Score, Dyslexia Risk Indicators | Student, Class, School, District |
| **Istation Math** | Percentile Ranks, Scaled Scores | Tier Levels, Growth Targets | Student, Class, School, District |

### Norm-Referenced Insights

Amira and Istation benchmark student performance against nationally calibrated norms established through diverse, stratified samples. These include variables such as race/ethnicity, English learner status, socioeconomic background, and regional representation, ensuring equitable interpretation of student results. The details of the norming sample for reading are included in Section 3.5 of the Amira Technical Guide and Chapter 6 of the Istation Technical Manual.

### Criterion-Referenced Mastery Tracking

Amira's **MAST** Score provides real-time tracking of student mastery across state standards, aggregating thousands of reading skill observations to deliver a clear, actionable picture of what each student knows and needs. Similarly, Istation Math assigns students to instructional **Tiers 1–3** based on their demonstrated mastery of domain-specific math concepts. These scores directly inform lesson planning,
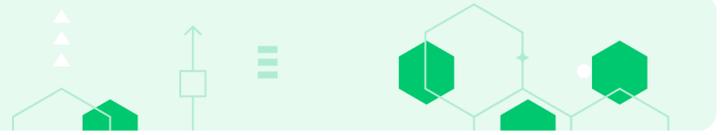
adaptive learning paths, and small-group placement, streamlining the entire MTSS process.

**Integrated Reporting and Instructional Value**

By unifying norm- and criterion-referenced metrics within the same platform, Amira and Istation eliminate the need for external assessment tools or manual data triangulation. Teachers access daily updates on student performance through dashboards and reports that translate raw scores into immediate next steps. Whether for reading or math, each metric supports instructional targeting, progress monitoring, and intervention refinement across the school year.

For JCSD, this integrated scoring model represents not only a technically sound solution but also a strategic investment in student growth and instructional equity. It minimizes overtesting, improves instructional coherence, and ensures that educators can rely on each score to guide timely, informed action.

Provide supplemental software enhancements to drive student instruction

# Amira Reading

Amira is a unified instructional and assessment platform that enhances daily instruction by turning real-time performance data into immediate, actionable support. As students engage in oral reading or complete assessments, Amira identifies specific skill needs and delivers targeted instructional recommendations through the Instruct component. These recommendations include standards-aligned micro-lessons that can be assigned to individuals or small groups and are automatically matched to district pacing guides and instructional priorities.

Beyond assessment, Amira supports instruction with thousands of Science of Reading-aligned micro-lessons and delivers real-time, in-the-moment interventions during reading sessions with Amira Tutor. When a student struggles, Amira activates targeted supports, such as decoding practice, vocabulary scaffolds, or phonemic awareness tasks, based on observed performance.

Amira Instruct is the instructional core of the suite, automatically activating differentiated micro-lessons based on screening and progress monitoring data. Lessons are delivered using three modes of differentiation: AI-generated paths, district-custom sequences, and co-planned instruction. All content is aligned to Science of Reading principles and Mississippi's instructional framework, supporting both Tier 1 and intervention use.

A core component of Instruct is a dynamic Lesson Planner that recommends standards-aligned lessons and instructional groupings, reducing planning time and streamlining instructional decisions. By automating scoring, progress monitoring,
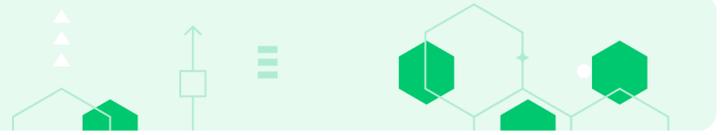
and growth reporting, Amira frees up valuable classroom time and helps educators deliver targeted instruction more efficiently. The result is accelerated literacy growth and reduced reliance on intensive interventions.

To support data-driven decision-making, Amira provides both norm-referenced and criterion-referenced insights. The Amira Reading Mastery (ARM) score offers a national benchmark comparison, helping educators understand where students are performing relative to grade-level expectations and peers nationwide. The [Mastery of Academic Standards & Targets (MAST)](#) delivers real-time estimates of standards-based progress across reading domains. Because MAST is derived from the same tasks used in screening and instruction, it enables educators to confidently monitor growth, guide instructional placement, and adjust tiered support within MTSS frameworks.

MAST serves as the central progress metric within Amira's infrastructure, delivering real-time, standards-aligned estimates of mastery across reading domains. Because it is driven by the same tasks and constructs used in screening, it allows educators to track performance with confidence, supporting timely, evidence-based decisions across the MTSS continuum.

## Amira Reading Mastery (ARM)

Amira's norm-referenced Reading Mastery Score (ARM) offers educators a clear, research-based view of each student's reading development relative to national grade-level expectations by summarizing performance across fluency, decoding, phonological awareness, vocabulary, and comprehension.

Derived from a nationally representative sample and continuously updated with each assessment session, ARM functions as a composite indicator of overall reading ability, supporting universal screening, tier placement, and longitudinal progress monitoring without the need for additional testing. The ARM score is prominently displayed in Amira's [Benchmark Report](#) alongside percentile ranks, risk classifications, and skill domain breakdowns, giving educators actionable insight into student proficiency and growth trajectories.

The ARM score works in tandem with MAST, which offers criterion-referenced insight into specific skill mastery. Together, ARM and MAST empower teachers to make data-informed decisions, identify risk, and tailor instruction across all tiers of MTSS.
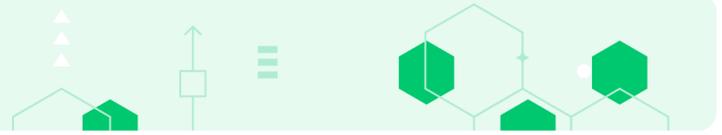
## Five Components of Literacy Instruction

## Fluency

Amira improves reading fluency by guiding students through structured oral reading practice and delivering real-time feedback on pacing, accuracy, and expression. Fluency support includes activities such as oral reading fluency (ORF), rhyme creation, and sentence re-reading—each designed to promote smoother, more natural reading. During the ORF task, Amira presents grade-level text in manageable chunks, adjusting the passage difficulty if a student struggles with fluency. Typically lasting 90 seconds to 4 minutes, these sessions give students opportunities to self-correct and build confidence. Throughout each activity, Amira's feedback and scaffolded interventions help students make measurable gains in fluency over time.

Video examples of these tasks include, but are not limited to the following:

See an example of the ORF task with a first-grade student.
See an example of the story tutoring function with a first-grade student.
See an example of the ORF task with a third-grade student.
See an example of the ORF task with a fifth-grade student.
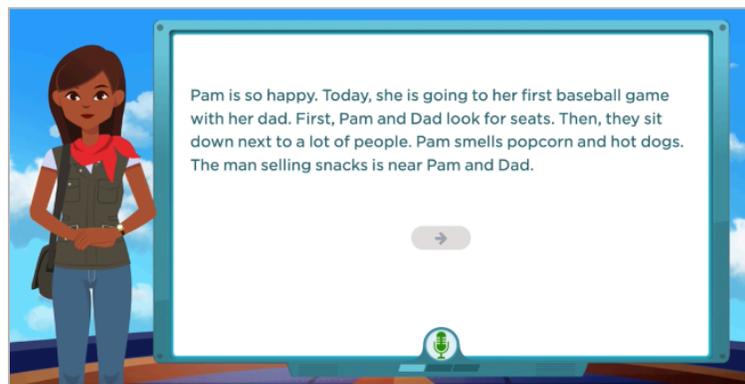


*Make a Rhyme* (image below): In this intervention, Amira says a word that rhymes with the target word. The student is then expected to say/read the target word. The rhyming intervention is targeted at students who have some degree of fluency and decoding mastery but still need stronger phonemic awareness. This is deployed when a student mispronounces the corresponding rhyme sound as part of their misreading.
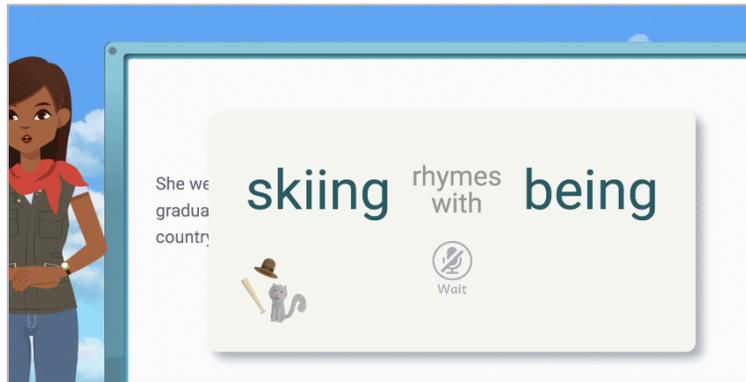
*Sentence Re-read with Error Identified* (image below): Amira re-reads a sentence where the student has struggled. As Amira reads, any errors the student made are emphasized or sounded out. The student then re-reads the sentence.



## Phonics

The program incorporates explicit phonics instruction by helping students decode words through letter-sound correspondences. During practice, Amira provides corrective feedback and scaffolding for blending sounds and identifying patterns, reinforcing foundational decoding skills.

Video examples of these tasks include, but are not limited to, the following:

[See an example of a spelling task with a first-grade student](#).

[See an example of a tutoring activity with a first-grade student](#).

[See an example of the word identification fluency task with a third-grade student](#).

[See an example of the pseudoword decoding task with a fifth-grade student](#).

*Elkonin Box* (image below): Amira supports phonic,s supporting students to do initial sound isolation and blending 2-3 sounds.
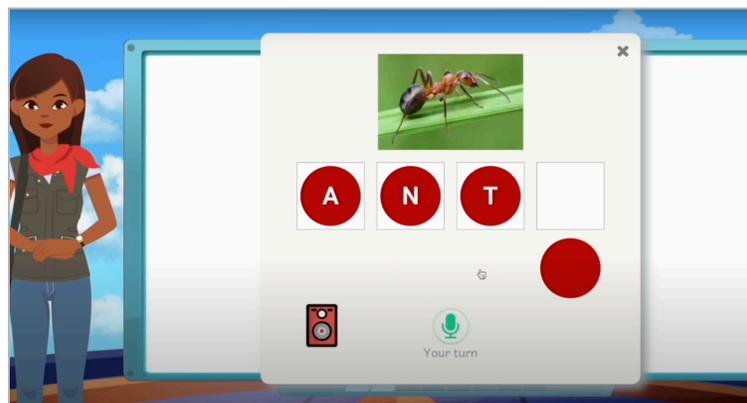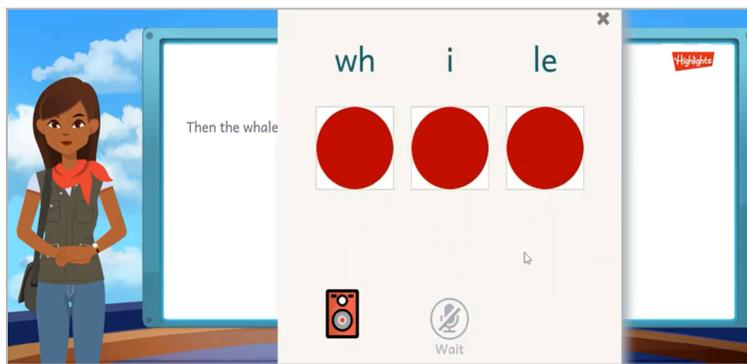
*Spelling Subtask* (image below): Amira supports assessing encoding/spelling through a spelling sub-task. In this task, Amira presents a spelling test of five to ten words. Item count is determined by grade and configuration. Amira articulates the words one by one, including using each word in a full sentence to give the student context. The student uses the keyboard to spell the word. Amira will repeat the word if needed. When the student has finished spelling, the green arrow activates, and the student can move forward at their own pace. If too much time elapses, Amira will automatically move to the next item.
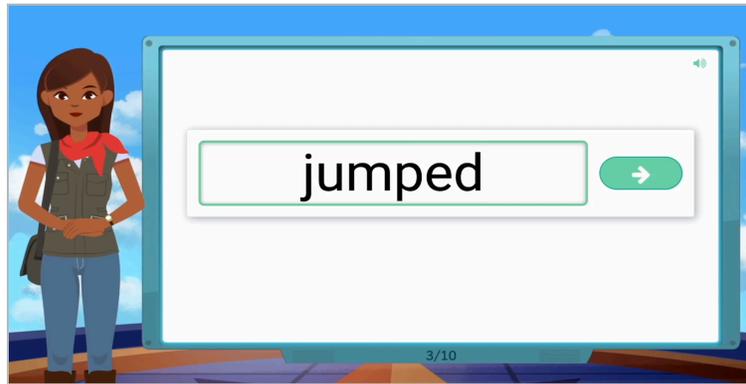


*Morphemes* (images below): In this intervention, Amira highlights a root. Then Amira explains what the root means. The student is asked to name another word that uses the root. Amira then provides a word.
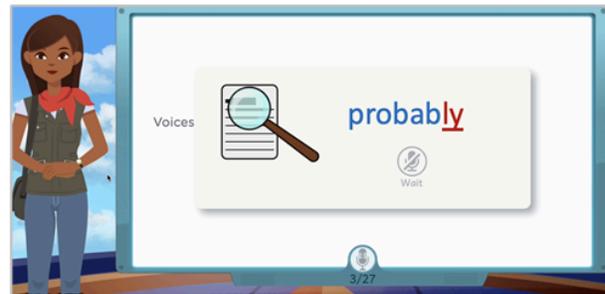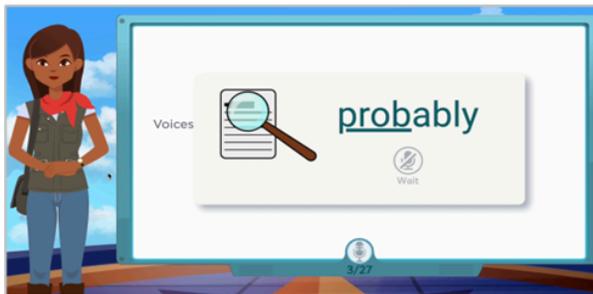


*Pseudoword (Nonword) Decoding (NWF)* (image below):  This task measures a student's decoding ability by having them read pseudo-words—made-up words that must be sounded out using letter-sound correspondences rather than memorization. Amira listens for accurate pronunciation and blending. Items are carefully designed to match grade-level decoding expectations, follow typical English patterns, and avoid bias for bilingual or ELL students. Early grade items are short and monosyllabic to reflect developmental readiness.
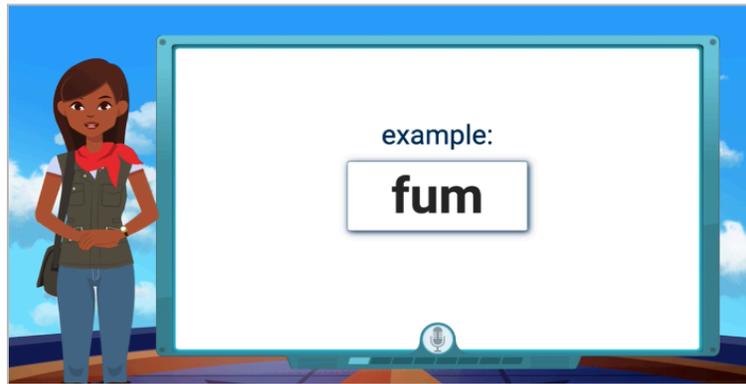
*Word Decoding (WIF)* (image below): Amira assesses word decoding by asking students to read grade-level decodable words aloud. This task measures their ability to read words in isolation and tests mastery of letter-sound correspondences and basic decoding skills.
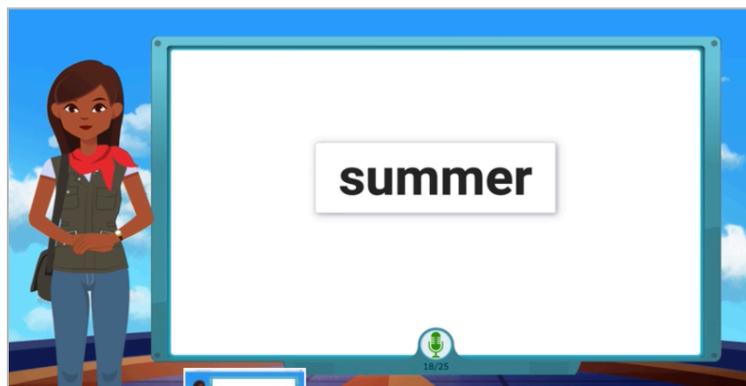


*Word List* (image below): Amira supports students to practice reading words made up of 5 previous sounds introduced in the activity block.
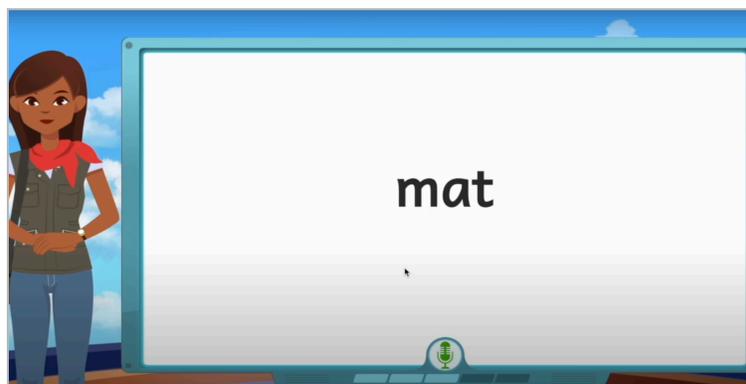


*Flash Card* (image below): In this intervention used for high-frequency words, Amira asks the student to read the target word three times as fast as possible.
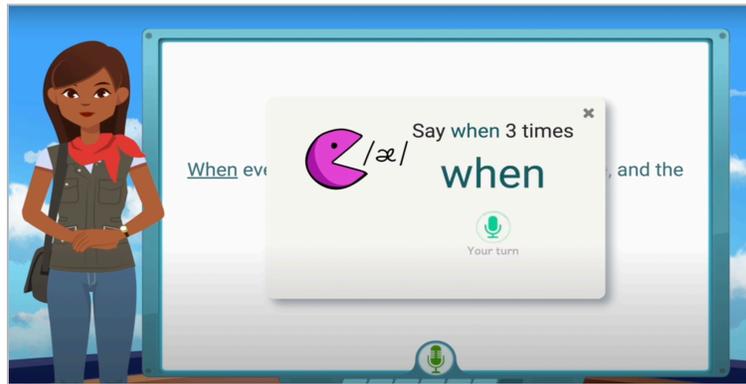
*Definition with Pictures* (image below): In this story, Amira introduces the definition of the whole word 'spectacles' with a photo to ensure the meaning of the text.
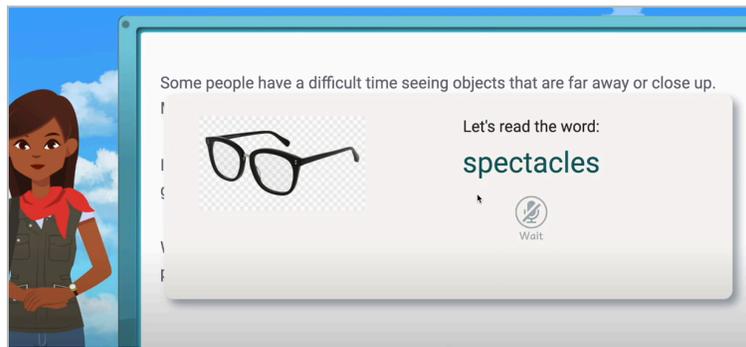


*Sound out with Graphemes* (image below): Amira says the word while displaying a pop-up spelling of the word. Letters are grouped to form sounds or syllables. Students are encouraged to decode without Amira using the visual cues and by focusing on the letters.
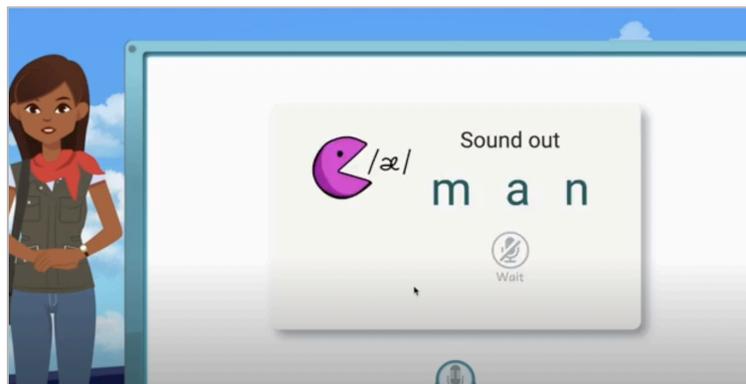
Examples of how Amira further supports consonant-letter sounds are below:

**Part 1**

| Listen-Look-Learn |
| --- |

💡 **Listen**: Teach students to say the "aaa" sound and show them how to open their mouth halfway and push the "aaa" out. Students should practice saying the sound together as a group and in pairs. Students can enhance their practice by making a motion of eating an apple or as they say "a–a–apple" or snapping their hands as they say "a-a- alligator".

👀 **Look**: Give students piles of "alphabet soup" or magnetic letters. Ask them to find the "a" in the piles and make the sound when they've found it. In pairs, they can ensure they are finding the correct letters and making the correct sound. This can also be played in a hunt around the room with paper magnifying glasses, or the letter hunt activity below.

🔍 **Learn**: Practice reading CVC words with the "a" sound and other familiar letters. Find the "a" in each word and then practice tapping, hopping or dragging the sounds. Word List: Map, Cat, Mat, Tap, Pad, Sat, Sam, Sad.

*Syllable intervention* (image below): Amira helps a student by breaking a word into syllables and then asking the student to practice the parts and then blend the entire word. This intervention consists of Amira providing scaffolding in three dimensions: sounding out a multisyllabic word, providing an image that captures the meaning of the word, and giving a short definition.
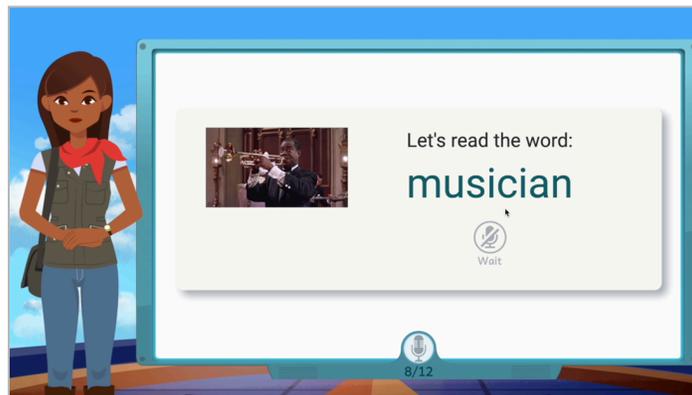


## Phonemic Awareness

Amira strengthens phonemic awareness by engaging students in activities that develop their ability to hear, identify, and manipulate individual sounds in words. Exercises like blending, segmenting, and isolating phonemes are woven into the Early Reader Skills Scaffold for younger or struggling readers.
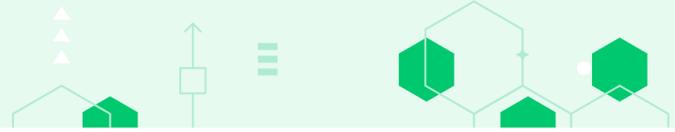
Video examples of these tasks include, but are not limited to, the following:

[See an example of the letter sound fluency task with a kindergarten student](#).

[See an example of a blending task with a kindergarten student](#).

[See an example of the letter sound fluency task with a first-grade student](#).

[See an example of the early reader skill scaffold (ERSS) activity with a first-grade student](#).

*Letter Sound Identification & Fluency (LSF)* (image below): Amira's Letter Sound Task shows the letters of the alphabet in text form on the screen, one at a time, and requires students to produce the sound that the letter makes within a certain time window per letter. Here a student "catches" the sound introduced.



*Letter Naming* (image below): Amira's letter naming task shows the letters of the alphabet in text form on the screen, one at a time, and requires students to verbally name the letters within a certain time window per letter.
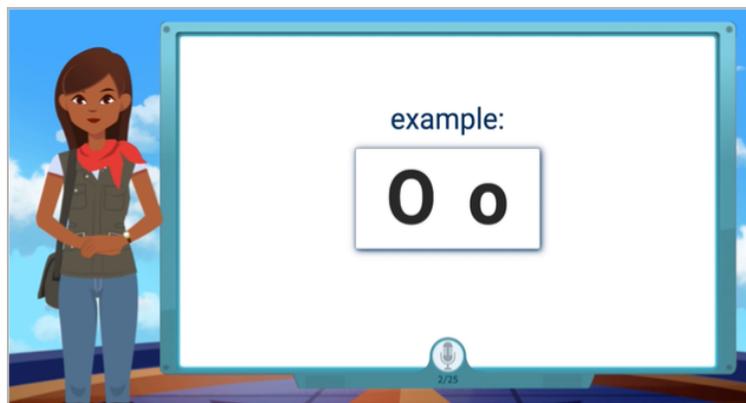


*Phonemic Awareness Assessment Using Phonological Memory* (image below): Amira assesses phonological memory through a pseudo-word repetition task.
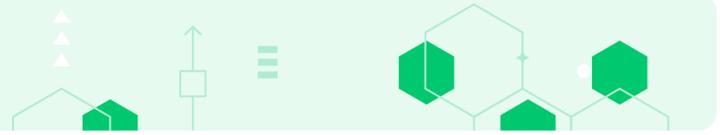
Students hear a video of syllables forming a nonword and are prompted to repeat it. Syllables are age-appropriate and carefully designed to avoid real words in any language.
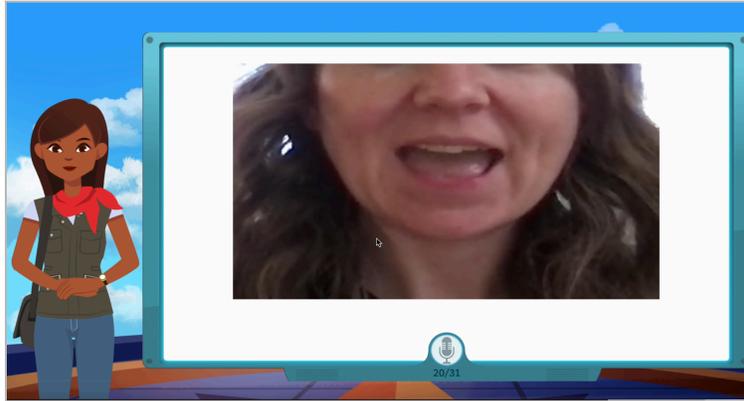


Blending (image below): In this task, students hear individual phonemes and are prompted to blend them into a complete word appropriate for their grade level.
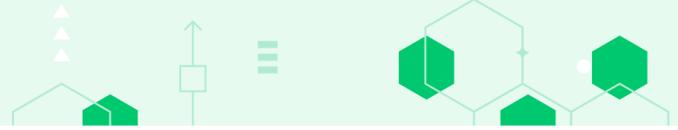
*Segmentation* (image below): This task requires students to listen to one-syllable words and segment them into their constituent phonemes. The full articulation of the word is provided, and students are then asked to segment the word. The student is not presented with any text associated with the word to be segmented.



*Phonological Elision* (image below): In the phonological elision task, students are asked to say the sounds that remain after deleting a specific phoneme or word part from a word. For half of the words, the deletion occurs at the beginning of the word, and for the other half of the words, the deletion occurs at the end of the word.
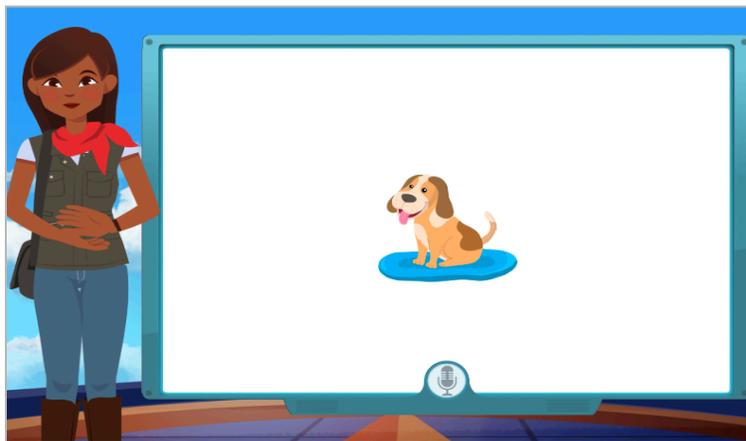


*Phoneme Manipulation/Isolation* (image below): In this task, students perform phoneme substitution by changing the first or last sound in a CVC word. Amira models each sound, and the student then produces the new word after making the specified change.
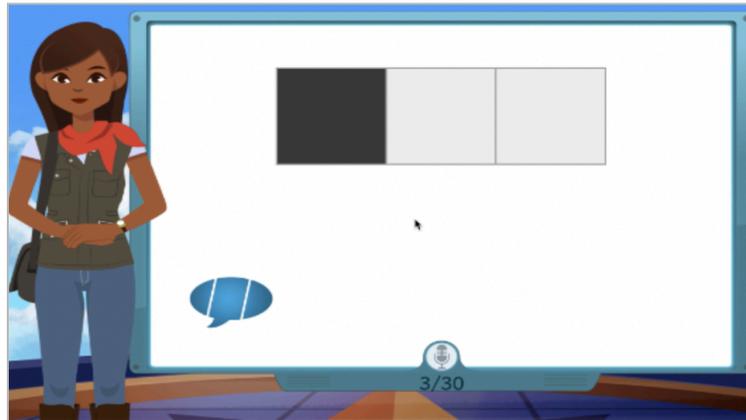
## Comprehension

Through practice stories and comprehension questions, Amira helps students build their understanding of the text. The program encourages active reading by asking inferential, literal, and critical thinking questions, ensuring students grasp the meaning and purpose of what they read.

Amira supports assessing comprehension through a combination of the listening comprehension sub-task and the reading comprehension sub-task that follows the oral passage reading.

Video examples of these tasks include, but are not limited to, the following:

See an example of the retelling task with a kindergarten student.

See an example of the ORF and reading comprehension task with a first-grade student.

See an example of the listening comprehension task with a third-grade student.

See an example of the ORF and reading comprehension task with a fifth-grade student.

During interactive sessions, Amira prompts students to verbalize or write arguments associated with the text they are reading. The students are encouraged to defend their viewpoints, during which Amira probes their understanding and logic. This interaction is not just a one-way process; Amira dynamically guides students, offering constructive feedback and suggestions to enhance and refine their arguments.

*Listening Comprehension* (image below): In Amira's listening comprehension task, students hear a short, grade-level passage read aloud in a video and then answer 3–5 spoken questions. No reading or typing is required. Passages are 60–75 seconds long and focus on character-rich stories. Students may replay the passage before answering.
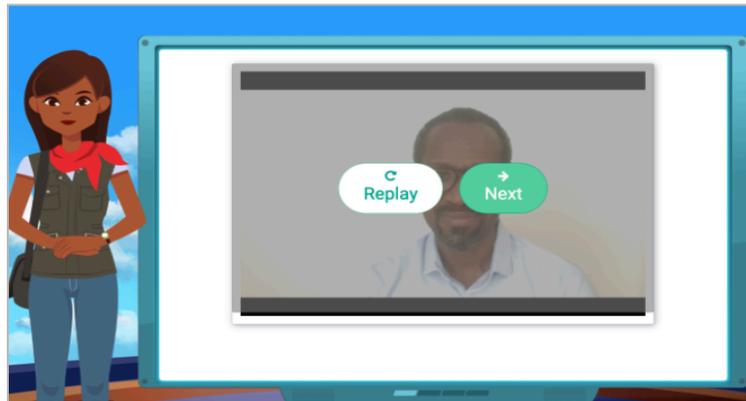
*Reading Comprehension* (image below): The reading comprehension task is an extension of the oral reading fluency task. When enabled via task configuration, Amira follows the student's oral reading with a set of 3-5 questions to minimize assessment time. After the student completes the ORF passage, Amira poses multiple-choice questions, each including one correct response and two distractors.
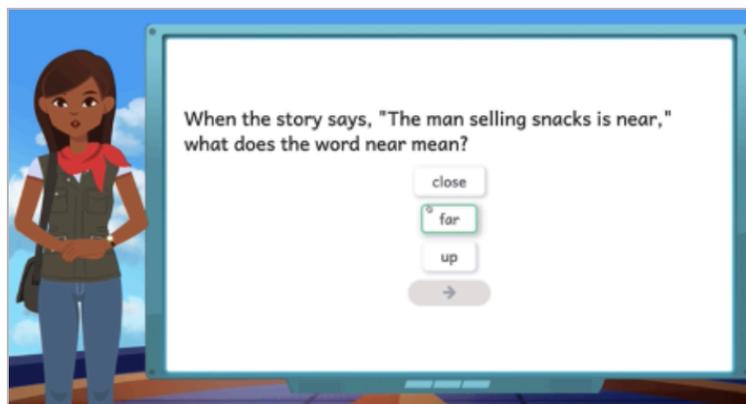


## Vocabulary

Amira expands vocabulary by exposing students to high-frequency words and grade-appropriate vocabulary within practice texts. Interventions include context-based word recognition and direct instruction for unfamiliar words, helping students increase their word knowledge and usage.

Video examples of these tasks include, but are not limited to, the following:

See an example of the vocabulary task with a first-grade student.

See an example of the vocabulary task with a third-grade student.

See an example of the vocabulary task with a fifth-grade student.
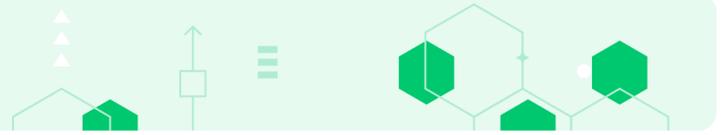
Amira assesses receptive vocabulary through a multiple-choice task. Students hear a target word and choose the best match from three options, all read aloud if needed. Items are designed to reflect grade-level vocabulary expectations.
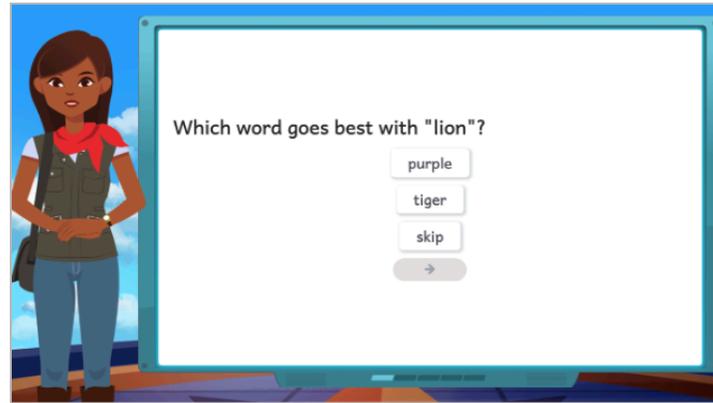


Grounded in the Science of Reading, Amira integrates these components into a cohesive instructional framework that emphasizes the interdependence of literacy skills. By using real-time data and evidence-based strategies, the program adapts to each student's needs, ensuring targeted and effective literacy development.

## Istation Math

Istation Math is an engaging, adaptive intervention program for students in grades Pre-K-5, offering explicit instruction through a game-like design that builds skills across all mathematical domains. It also empowers districts and schools with insights to strategically accelerate learning for all students in grades Pre-K-5 and address unfinished math learning in grades 6–8.

Based on the results of ISIP Math, students are seamlessly placed into Istation's math curriculum at an individually appropriate instructional level. While content in the program is correlated to grade-specific standards, students are placed on an individualized learning path to meet their needs, regardless of age or grade level.

Examples of content and resources for each domain are in the table below.

| Domain | Examples |
|---|---|
| Number Sense<br><br>*Understanding numbers and their relationships* |  <br><br>Click on the links below to see examples of tasks and resources that support Number Sense.<br><br>[Place Value Comparisons](#)<br>[Classifying Numbers](#)<br>[Round Decimals to Tenths or Hundredths](#) |
| Operations<br><br>*Fluency with addition, subtraction, multiplication, and division* |  <br><br>Click on the links below to see examples of tasks and resources that support Operations.<br><br>[Story Equations](#)<br>[Identifying Expressions](#)<br>[Dilating Figures on the Coordinate Plane](#) |

| Domain | Examples |
|---|---|
| Algebra<br><br>*Recognizing patterns and representing relationships* |  <br><br>Click on the links below to see examples of tasks and resources that support Algebra.<br><br>Fact Family Unknowns<br><br>Comparing Expressions and Equations<br><br>Simplifying Algebraic Expressions |
| Geometry<br><br>*Reasoning about shapes and space* |  <br><br>Click on the links below to see examples of tasks and resources that support Geometry.<br><br>Comparing Shapes<br><br>What is a Quadrilateral?<br><br>Surface Area and Volume of 3D Objects |

| Domain | Examples |
|---|---|
| Measurement<br>*Quantifying length, area, volume, and time* |  <br><br>Click on the links below to see examples of tasks and resources that support Measurement.<br><br>[To the Nearest Centimeter](#)<br>[Rad Rectangles](#)<br>[Super Scale Factor](#) |
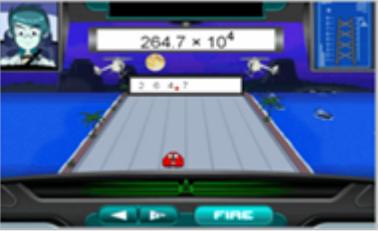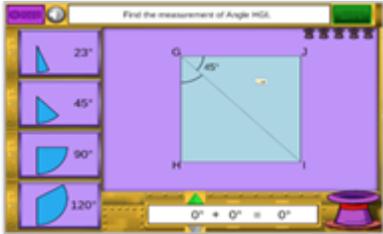
## Provide lesson plans/paths for individual students and student groups

Together, Amira and Istation deliver a comprehensive assessment and instruction system that is tightly aligned with both foundational skill development and grade-level standards. Each platform begins with computer-adaptive assessments that identify students' current proficiency across essential domains, such as decoding, fluency, and comprehension in reading, or number sense, operations, and algebraic thinking in math. These diagnostics are linked to specific subskills as well as state standards, ensuring that instruction targets what matters most for student growth.

For reading, teachers can create or edit plans using the AI-Powered Lesson Planner, which recommends standards-aligned tasks from a library of 3,000+ micro-lessons. These recommendations are customized to reflect each student's MAST score, subskill performance, and curriculum pacing, supporting continuous progress and coherence across general and special education settings.

Following assessment, the instructional components of both Amira Instruct and Istation's curriculum automatically generate personalized learning paths and lesson plans. These paths include explicit instruction in key subskills and are continuously informed by the most recent assessment data. Teachers receive dynamic, standards-aligned lesson recommendations and small-group plans, which can be implemented directly or customized to fit pacing guides and instructional frameworks. Both systems support flexible grouping and provide visibility into which
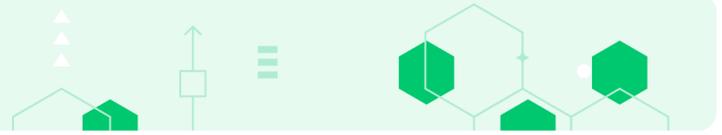
students need intervention, enrichment, or scaffolded support within core instruction.

Educators benefit from real-time reports that track progress toward mastery of both individual skills and grade-level outcomes. Instruction is differentiated not just by performance level, but by the sequencing of skill acquisition and alignment to standards. By combining targeted assessment, explicit skill-building, and lesson delivery, Amira and Istation equip teachers in JCSD with a unified system that translates data into daily instruction and ensures that every student receives instruction matched to their evolving needs.

## Amira Reading Supplemental Resources

Amira's Reading Suite—comprising Assess, Instruct, and Tutor—works as an integrated system that connects assessment results to responsive, standards-based instruction. Built around continuous progress monitoring and instructional alignment, Amira supports educators in organizing student groups, assigning targeted lessons, and delivering focused, skill-specific instruction that drives growth. The Suite offers a broad array of instructional resources that are fully aligned with the Mississippi College and Career Readiness Standards, equipping teachers to provide data-driven, differentiated reading instruction at every tier of support.

For individual learners, Amira provides personalized instructional paths that target specific gaps in phonological awareness, decoding, fluency, vocabulary, and comprehension. These paths are updated continuously based on student performance and include both micro-lessons and Reading Teacher Lessons (TLs). Micro-lessons are brief, skill-focused activities designed to reinforce or preview essential content, while TLs offer fully scripted instruction through a consistent four-part structure: Introduction, Direct Instruction, Guided Practice, and Independent Practice. Both formats are aligned to district pacing guides and standards.

For instructional groups, Amira automatically identifies clusters of students with similar learning needs and recommends flexible groupings. These groups are updated dynamically as students demonstrate progress, allowing teachers to deliver responsive instruction in small-group or intervention settings without manual sorting or data analysis.

At the core of this system is the combined functionality of the Lesson Planner and Growth Dashboard, which together give teachers a unified view of student progress and practical tools for action. The Growth Dashboard aggregates data across the Suite, tracking assessment scores, skill mastery, lesson completion, and tutoring activity, while the Lesson Planner translates that data into weekly instructional priorities, suggested groupings, and standards-aligned lesson recommendations.
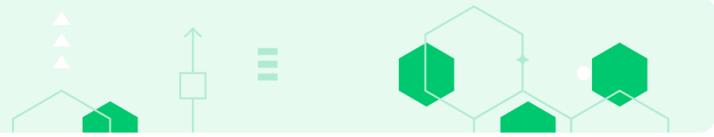
This integrated workflow ensures that every data point informs meaningful instruction and supports real-time decision-making.

## Growth Dashboard

The Amira Reading Suite Growth Dashboard provides educators with a real-time, unified view of student progress across all three components of the Suite: **Assess**, **Instruct**, and **Tutor**. It displays results from benchmark and progress monitoring assessments, tracks lesson completion and skill acquisition from Instruct, and summarizes tutoring activity, including which micro-interventions were delivered and how students responded. This integration allows teachers to see how assessment results are driving instruction, how instruction is influencing tutoring, and how each component contributes to student growth. The dashboard makes it easy to monitor individual and group performance across reading domains, identify students needing support, and make data-driven instructional decisions—all from a single, cohesive interface.
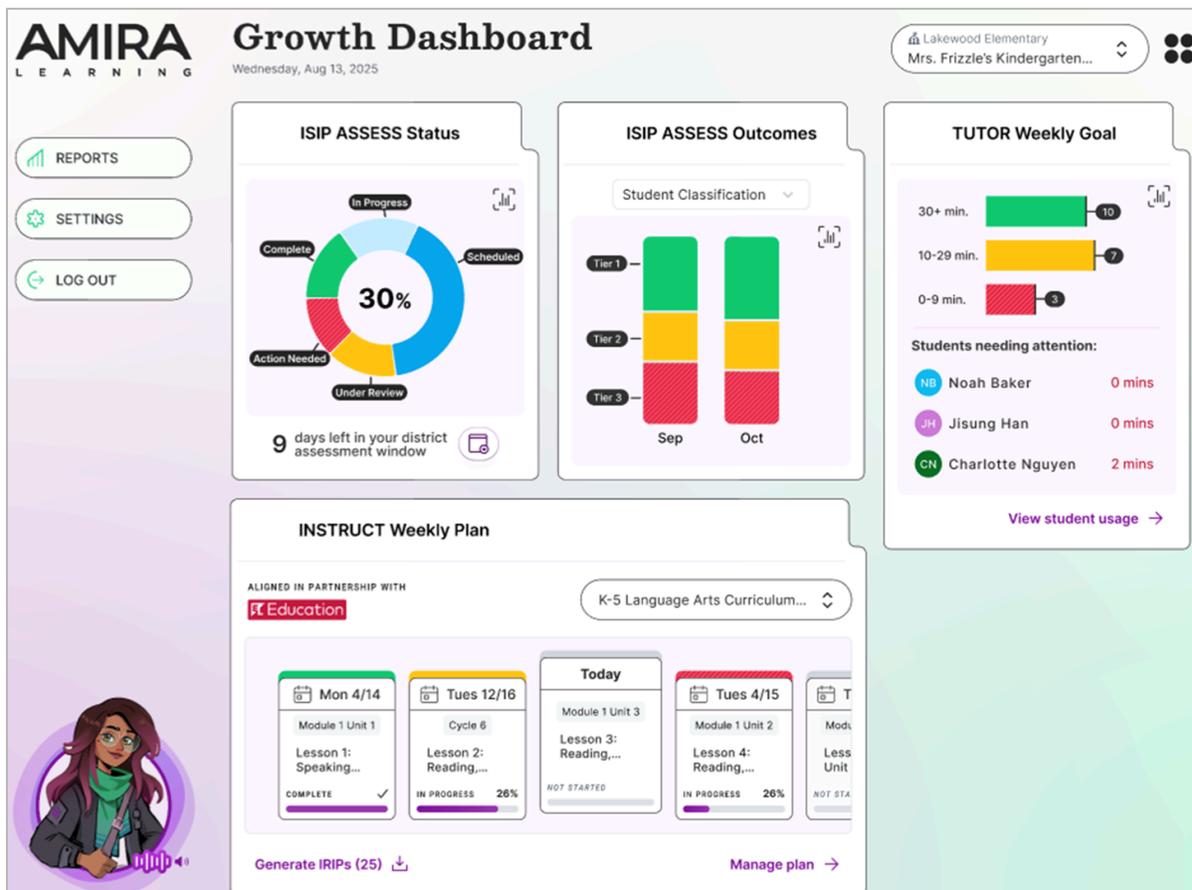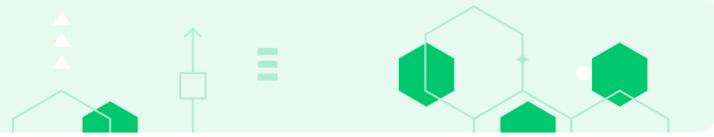
## Lesson Planner

The Amira Lesson Planner is a dynamic planning tool that empowers teachers to deliver precise, differentiated instruction with minimal planning time. Fully integrated into the Amira Reading Suite, the planner connects real-time student data with the district's curriculum framework, including scope and sequence, pacing guides, and core instructional resources. This ensures that every lesson recommendation aligns not just with what students need, but with what teachers are already planning to teach.

When teachers log in, they are presented with a clear, week-at-a-glance view that highlights upcoming instructional priorities alongside pre-aligned lessons and modules. These recommendations are automatically informed by live student performance data, including insights from the Skills Status Report, a composite of observations collected during Assessment, Instruction, and Tutoring. As students engage with Amira, the system continually updates the planner to reflect emerging strengths and skill gaps, allowing educators to adjust instruction in real time.
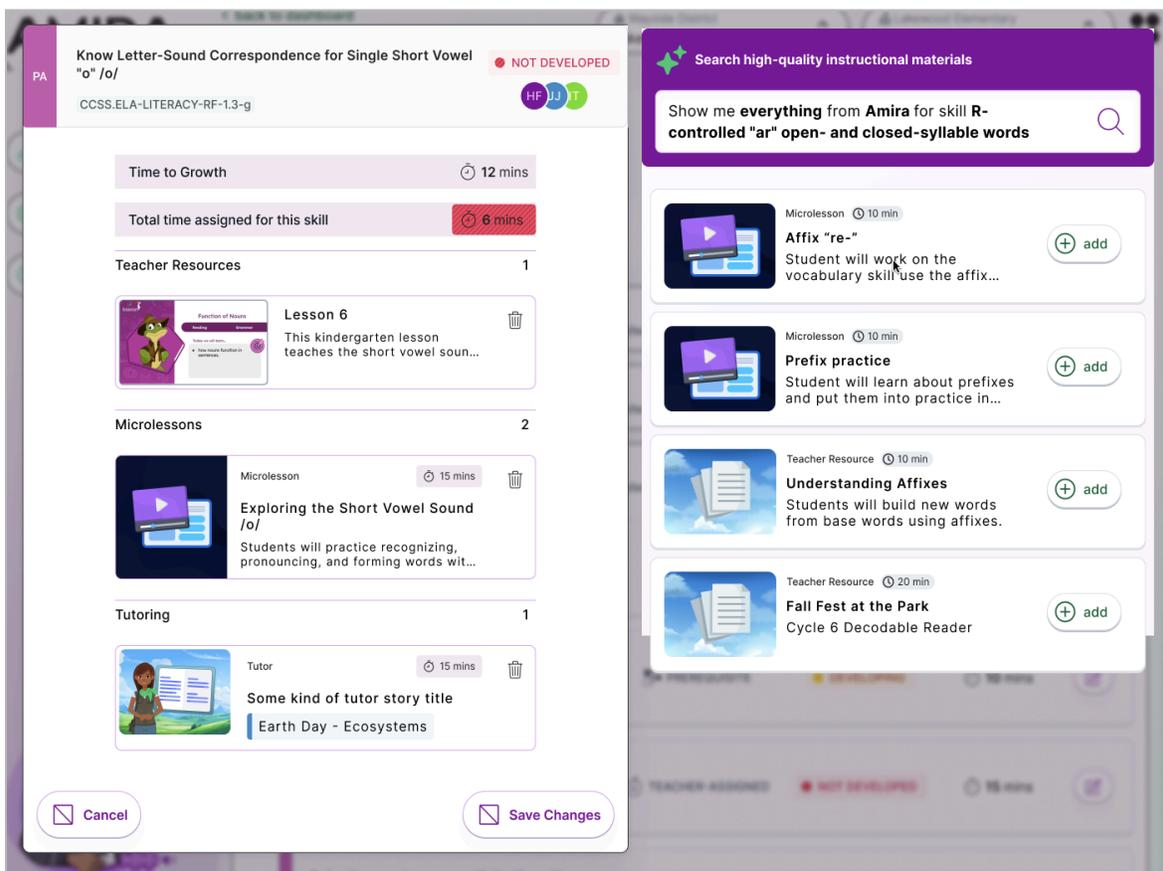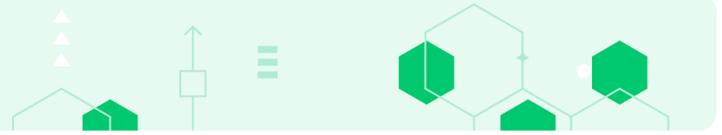
The Lesson Planner supports whole-class instruction, small group learning, and individualized paths, making it easy to meet the diverse needs of students across tiers. By surfacing the most relevant micro-lessons and practice activities for each learner, the planner ensures that no instructional minute is wasted and that every student receives support where it's most needed. This not only simplifies lesson planning but also helps educators blend core and supplemental instruction, including Amira's real-time tutoring, into a cohesive, responsive learning experience.

As students engage in reading tasks within Amira, whether drawn from the core curriculum or supplemental materials, Amira Tutor continuously listens, evaluates, and diagnoses skill gaps using sophisticated speech recognition. When it detects a struggle, Amira delivers in-the-moment coaching through micro-interventions aligned with the Science of Reading. These interventions are evidence-based and designed to support foundational skills such as phonics and decoding, as well as more advanced competencies including vocabulary, comprehension, and inferencing.

[Example of Digital Microlesson](#)

[Example of Tutoring Session](#)

[Example of Teacher-Directed Resource](#)

Each lesson—whether delivered to a group or individual—comes with printable and digital student-facing materials such as decodable readers, comprehension passages, phonics games, vocabulary activities, and graphic organizers. Teachers can use these resources flexibly across guided reading, MTSS-aligned interventions, or core classroom instruction. The lessons—whether micro-lessons or fully scripted Teacher Lessons—are designed to support foundational literacy skills and can be adapted to meet a range of student needs and instructional goals, helping educators provide targeted, effective instruction that aligns with district pacing guides and learning standards.

## Integrated Instruction and Tutoring for MTSS Support

Amira Tutor works seamlessly with Amira Instruct to deliver an integrated, diagnostic-driven approach to literacy development that aligns closely with classroom instruction. While Amira Instruct provides structured, core-connected lesson plans based on district curriculum, Amira Tutor complements this by delivering high-dosage, independent practice and real-time interventions that are responsive to student performance during oral reading.

As students engage in reading tasks within Amira, whether drawn from the core curriculum or supplemental materials, Amira Tutor continuously listens, evaluates, and diagnoses skill gaps using sophisticated speech recognition. When it detects a struggle, Amira delivers in-the-moment coaching through micro-interventions
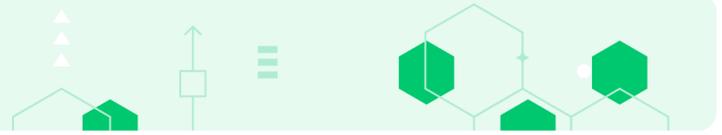
aligned with the Science of Reading. These interventions are evidence-based and designed to support foundational skills such as phonics and decoding, as well as more advanced competencies including vocabulary, comprehension, and inferencing.

Amira and Istation fully support the **Multi-Tiered System of Supports (MTSS)** by delivering adaptive tools and instructional resources across all three tiers of intervention for students in grades Pre-K-8.

- **Tier 1**: Universal screening, benchmark assessments, and standards-aligned core instruction in reading and math provide strong, research-based instruction for all learners.

- **Tier 2**: Diagnostic data identifies specific skill gaps, enabling teachers to deliver targeted small-group instruction using personalized lesson paths and progress monitoring tools.

- **Tier 3**: Real-time micro-interventions that address critical reading skills such as phonemic awareness, decoding, fluency, vocabulary, and comprehension, while Istation Math delivers scaffolded lessons and concept-specific supports that build fluency in number sense, operations, algebraic thinking, and geometry.

This tiered framework ensures that all students, from early learners to those requiring intensive intervention, receive instruction and practice that is responsive, targeted, and aligned to their developmental level. Amira and Istation address the full continuum of literacy and math development: building foundational phonics and decoding skills for emerging readers, strengthening fluency and comprehension for developing readers, and deepening mathematical reasoning through conceptual modeling, problem-solving, and procedural fluency. Across both content areas, students benefit from just-in-time support that closes learning gaps, maximizes instructional time, and accelerates progress.

## Istation Math Supplemental Resources

Istation Math provides a comprehensive suite of instructional lessons and resources that support core instruction, small-group learning, intervention, and independent practice across grades K-8. Grounded in the Curriculum Focal Points from the National Council of Teachers of Mathematics (NCTM), Istation Math is built to help students develop a deep understanding of mathematical concepts while reinforcing procedural fluency and problem-solving strategies.

Istation Math complements the reading pathways by using a CRA (Concrete–Representational–Abstract) approach, enabling students to master foundational and advanced mathematical concepts through adaptive tasks. Lessons are auto-sequenced based on student response patterns, mirroring the
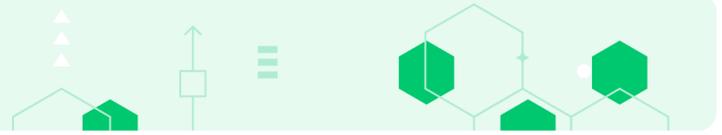
differentiated model used in reading, and are aligned with Mississippi math standards and assessment blueprints.

Instructional content in Istation Math is organized around essential math domains—including number sense, operations, algebraic reasoning, geometry, and measurement—and is fully aligned to state standards. Lessons are designed to engage students through a blend of multimedia instruction, visual modeling, and interactive tasks, making math accessible, relevant, and developmentally appropriate for diverse learners.

Key features of Istation Math's instructional framework include:

- **Interactive Lesson Modules:** These are designed for direct student engagement and include animation, narration, and guided problem-solving. Characters model strategic thinking, ask reflective questions, and provide feedback, helping students build metacognitive awareness and mathematical reasoning.

- **Concrete–Representational–Abstract (CRA) Design:** Lessons follow the CRA progression to support conceptual understanding. Students begin with hands-on or visual representations and progress to symbolic problem-solving, ensuring that instruction supports learners at all readiness levels.

- **Flexible Implementation:** Teachers can use Istation Math lessons for whole-group instruction, targeted small-group support, or individualized student practice. Lessons are accessible on demand, allowing educators to select content based on district pacing guides or identified instructional goals, not solely assessment results.

- **Teacher-Directed Lessons and Printables:** In addition to student-facing content, Istation provides educators with printable lesson plans, guided practice materials, skill worksheets, and instructional support guides. These resources can be integrated into classroom routines or used for intervention pullouts and at-home reinforcement.

- **Independent and Reinforcement Activities:** Students can work through skill-based games and practice tasks that promote fluency, reinforce key concepts, and allow for self-paced review. These activities help bridge classroom instruction and independent learning.

Istation Math's instructional platform is not simply an extension of assessment—it functions as a robust teaching toolkit that supports educators in delivering structured, engaging, and standards-aligned math instruction. Whether used for core instruction or targeted intervention, the platform empowers teachers to personalize learning and promote math growth for all students.
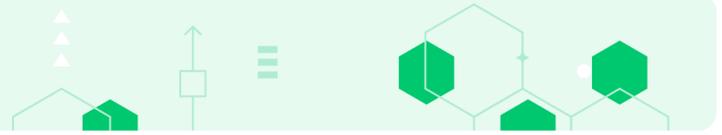
## Digital Tools and Manipulatives

For a hands-on, visual learning experience, students are provided with representational tools they can manipulate to solve problems as well as gain an understanding of the foundational concepts that will later lead to more abstract concepts. In addition to developing familiar manipulatives, Istation has created innovative tools that allow students to explore numbers and operations in new and different ways. Teachers can use these manipulatives as a supplemental resource for whole- and small-group instruction with an interactive whiteboard.
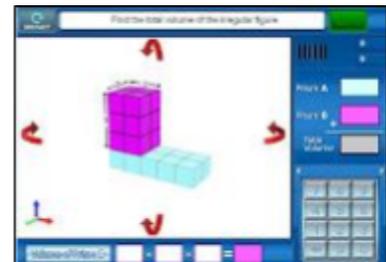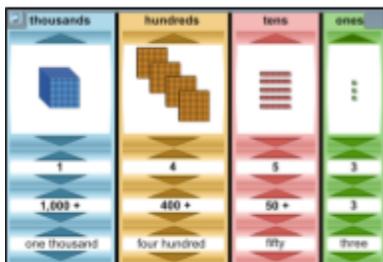


## Math Teacher Lessons

Istation offers hundreds of research-based Teacher Lessons that can be used to differentiate instruction for individual students, small groups, and whole groups.

Lessons are scripted and most often used for intervention when students are struggling with specific skills; however, teachers can also use the lessons for reinforcement and extra learning in large-group, small-group, and one-on-one instruction.

Teacher Lessons provide:

- A scaffolded lesson structure that builds from basic to comprehensive to complex analysis

- Interdisciplinary content in English and reading, math, science, social studies, and the humanities

- Opportunities for reinforcement and extra learning in large-group, small-group, and one-on-one settings

Teacher-friendly lessons incorporate multiple levels of classroom technology and interactivity, including projector pages with embedded hyperlinks and interactive whiteboard activities. Additional features include lesson adaptations, suggested modifications, and learning extensions.
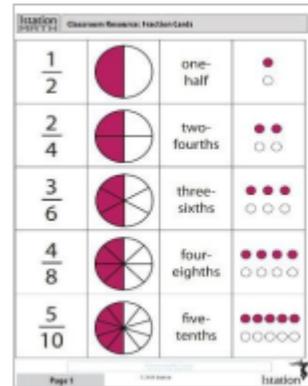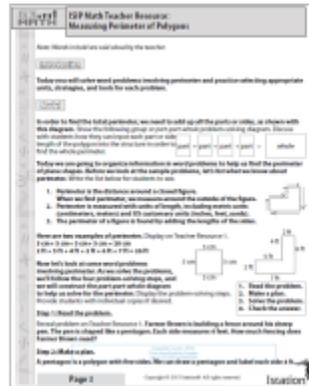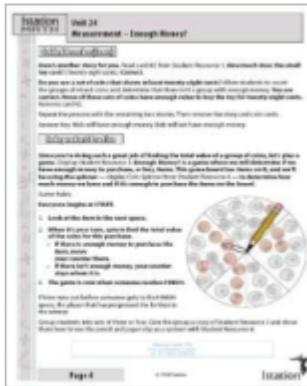
## Math Classroom Resources

Istation's Classroom Resources are a standards-aligned collection of editable and printable lessons and activities that support differentiated instruction. These materials allow educators to personalize learning, address specific student needs, and streamline lesson planning, making it easier to deliver targeted, effective instruction across a range of skill levels.

The examples below highlight the range of mathematical skills Istation Math addresses and demonstrate how the program supports student growth through adaptive instruction, real-time diagnostics, and coherent, standards-aligned learning experiences.  A video overview of Istation Math can be accessed here: https://go.screenpal.com/watch/c3Q1feVTRVe

### Provide literature and informational texts online with correlating assessments

Amira delivers a comprehensive library of grade-level, standards-aligned reading passages that include both literary and informational texts. These passages are fully integrated into the platform and support instruction and assessment across multiple literacy domains. Each text is paired with correlating assessments and activities that drive comprehension, fluency, and vocabulary development.

Key features include:

- **Oral Reading Fluency (ORF) tasks**
  Assess accuracy, pacing, and expression through structured reading of grade-level passages.

- **Reading Comprehension questions**
  Automatically scored, aligned to each passage, and designed to assess literal, inferential, and evaluative understanding. Students typically respond to 3–5 questions per passage.
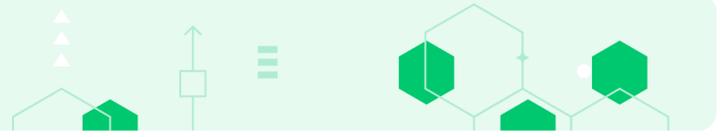
- **Vocabulary tasks**
  Focus on high-impact academic words drawn directly from the reading, enhancing word recognition and contextual usage.

All texts are selected to reflect a diverse range of genres, themes, and topics that support cross-curricular connections and student engagement. Content is developmentally appropriate, culturally responsive, and embedded directly into the instructional flow of the Amira Reading Suite. This ensures students engage with meaningful texts while receiving actionable feedback that supports literacy growth and instructional planning.

## Provide mathematics lessons and assignments to progress at individual student's pace

Istation Math uses a computer-adaptive system to deliver personalized, standards-aligned instruction based on each student's diagnostic performance. After completing an initial assessment, students are placed on individualized learning paths that reflect their current level of mathematical understanding. Lessons are sequenced to promote mastery, with embedded scaffolding and practice to support growth in foundational and advanced math skills.

Teachers can monitor student progress in real time through Istation's reporting dashboard and have the flexibility to assign targeted lessons, adjust instructional sequences, or reinforce key skills based on classroom goals or intervention needs. This personalized, flexible approach ensures that all students, from those needing remediation to those ready for enrichment, receive the right level of support at the right time.

Istation Math is grounded in the Curriculum Focal Points developed by the National Council of Teachers of Mathematics (NCTM), which serve as the foundation for organizing and prioritizing key mathematical concepts across grade levels. These focal points identify the most important areas of focus in math instruction for each grade, ensuring that students build deep, connected understanding over time.

The core content areas reflect NCTM's emphasis on conceptual progression and include:

- **Number Sense** – understanding numbers and their relationships

- **Operations** – fluency with addition, subtraction, multiplication, and division

- **Algebra** – recognizing patterns and representing relationships

- **Geometry** – reasoning about shapes and space

- **Measurement** – quantifying length, area, volume, and time

- **Data Analysis and Probability** – interpreting data and understanding chance
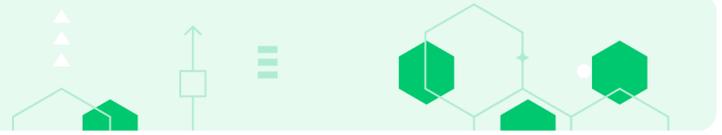
- **Ratios and Proportional Relationships** – developing multiplicative reasoning in upper grades

Instruction influenced by the NCTM focal points also promotes essential mathematical thinking skills:

- **Conceptual Understanding** – grasping underlying principles

- **Procedural Fluency** – performing calculations efficiently and accurately

- **Strategic Competence** – formulating and solving problems

- **Adaptive Reasoning** – justifying and evaluating mathematical thinking

By aligning with NCTM's structure, Istation Math fosters a coherent and focused approach that supports lasting understanding and versatile problem-solving skills.

## Using CRA to Build Mathematical Understanding

To help students progress from concrete understanding to abstract reasoning, Istation Math uses a Concrete-Representational-Abstract (CRA) sequence of instruction. The digital tools provided in the program simulate familiar manipulatives and offer innovative interactive elements to deepen understanding.

Students begin with hands-on tools to visualize mathematical concepts, then move to representational models, and finally engage with abstract algorithms and symbols. This instructional sequence is especially powerful for struggling learners, offering new and diverse entry points into mathematical thinking.



Concrete          Representational          Abstract
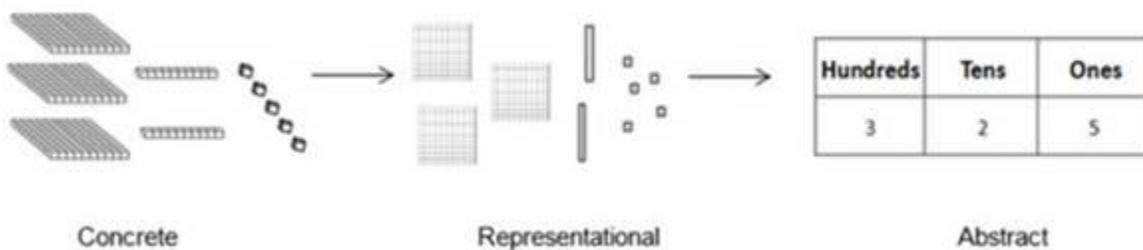
The CRA approach:

- Builds meaningful connections across mathematical concepts

- Links concrete, visual, and symbolic understandings

- Supports both conceptual and procedural development

- Helps students internalize problem-solving processes over time
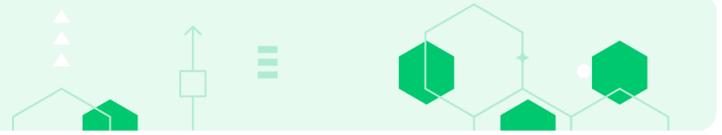
## Fluency and Problem Solving Through Engaging Storylines

Istation Math brings learning to life with imaginative, game-like storylines that immerse students in meaningful problem-solving experiences while building numerical fluency.

In grades K-1, students become *Math Superstars*, joining Donnie and the Decimals on a nationwide concert tour. Along the way, interactive songs and activities reinforce foundational math skills like number sense, operations, geometry, and data analysis. Instruction is scaffolded and developmentally appropriate, with built-in feedback to guide learning.

In grades 2-5, the narrative shifts to a mission-based adventure featuring *Secret Equation Man* and his team. Students apply their math knowledge to solve challenges and defeat villains, promoting deeper understanding in areas such as algebraic thinking, measurement, and mental math. These storylines are designed to develop both flexibility in thinking and fluency in computation.
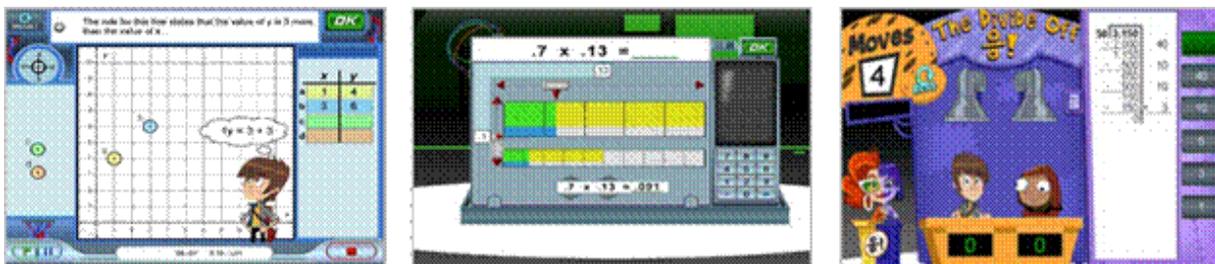
## Enhancing Fluency and Problem Solving with Mental Math

Istation Math supports flexible problem-solving through the explicit teaching of mental computation strategies. Instructional characters model these strategies within story-driven lessons, helping students choose efficient methods, organize their thinking, and reflect on their reasoning.
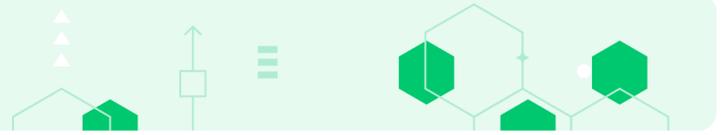
Key supports include:

- Direct instruction in mental math strategies
- Visual tools to reinforce number relationships
- Opportunities to practice and apply familiar strategies
- Informal jottings and discussions to explain thinking

By regularly practicing mental math, students build confidence, numerical flexibility, and a stronger grasp of mathematical concepts—all of which are essential for becoming effective and strategic problem solvers.

## Provide professional development as needed virtual, on-demand, or in-person

Amira Reading and Istation Math provide a unified, research-based professional learning model designed to help educators implement both platforms with fidelity and impact. The training equips teachers to use real-time data to drive differentiated instruction in reading and math.

Jones County educators will have access to tailored PD modules across three modalities: live virtual workshops, asynchronous learning paths, and on-site implementation coaching. These sessions cover assessment literacy, instructional planning, and daily differentiation. Our enablement model includes cohort-based onboarding, MTSS alignment workshops, and real-time usage dashboards

Professional learning begins with foundational sessions that introduce key instructional workflows, assessment tools, and data interpretation strategies. A flexible range of delivery formats—including live virtual sessions, in-person workshops, and self-paced modules—ensures accessibility for all staff and scheduling needs. Role-specific guidance supports classroom teachers, interventionists, and administrators.

Ongoing support includes dedicated implementation teams, usage analytics, and coaching, helping districts maintain momentum and alignment with their instructional goals. This comprehensive approach empowers educators to use both platforms effectively and accelerate student learning across content areas.

Amira, in particular, enhances this support through free, self-directed learning opportunities that allow educators to explore content based on their experience level and instructional focus. All teachers have unlimited access to the Amira Teacher Resource Hub, a comprehensive platform offering videos, printables, implementation guides, and planning tools, along with a teacher community for sharing best practices and success stories. Resources include Data Dive overviews, MTSS and Data Protocol, Cognitive Dissonance Protocol, and Parent-Teacher
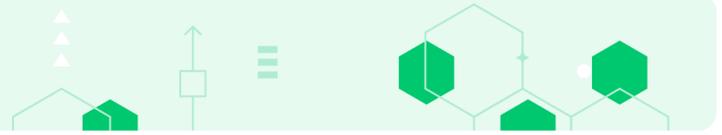
[Conference Prep Guide](). The Hub also provides guidance for navigating platform features and interpreting student data, with manuals for assessment administration, including proctor scripts and accommodations. Categories of available tools, which are continuously updated throughout the school year, are highlighted in the screenshot of the Hub homepage below.
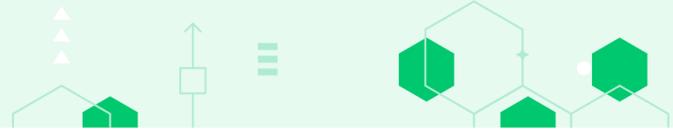
# Teacher Resource Hub

Here, I've gathered everything you need to help your students thrive with me—from lesson plans and how-to guides to best practices and more. This is your go-to spot for maximizing our time together. I'm here to support you every step of the way as you bring my program to life in your classroom!

**Let's get this reading party started!**



## GETTING STARTED

Essential resources and guides to help you seamlessly **introduce** and **implement** Amira in your classroom.

- **Slide Decks**
- **Lesson Plans**
- Implementation Guides
- Helpful Tips and Tricks
- Training Courses



## STUDENT RESOURCES

Classroom resources, spanning **goal-setting**, progress **tracking** and reflective exercises, all tailored to enhance your Amira experience.

- Goal-Setting Materials
- Progress **Trackers**
- **Reading Logs**
- Reflection Templates
- Seasonal Resources



## TEACHER TOOLKIT

A comprehensive set of tools designed to help you with **implementation**, **assessments**, and tailoring learning experiences to meet your students' needs.

- **Data Dives**
- Protocols
- How To & **Help Guides**
- Assessment Admin.
- **State Documentation**



## COMPETITIONS & CHALLENGES

Resources to empower students, **track progress**, and celebrate growth. Strategies for implementing class, school, or district-wide Amira **reading competitions**.

- Competition **Calendar**
- Preparation Guides
- **Posters** and Flyers
- Timelines
- Certificates
- Fun Themed Materials
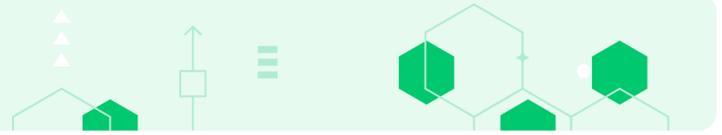
Additionally, the [Amira Assessment Administration Manual](#) and [ISIP Math Technical Report](#) provide comprehensive, step-by-step guidance for using the platform in various assessment contexts, including screening, benchmarking, and ongoing progress monitoring. It includes proctor scripts, accommodations protocols, and detailed implementation procedures to ensure equitable and accurate administration across student populations.

These professional development resources are supported by dedicated Success Managers and Professional Learning Consultants who work alongside district leaders to customize implementation plans, monitor usage, and provide ongoing coaching. Through a combination of structured training, just-in-time resources, and personalized support, Amira and Istation ensure that educators are well-prepared to deliver effective, data-driven instruction that accelerates student growth.

## Must have capability to link and sync with ClassLink and OneRoster

Amira supports seamless integration with ClassLink and OneRoster for secure rostering and Single Sign-On (SSO). The platform is compatible with IMS Global OneRoster v1.0 and v1.1 formats via secure SFTP or web-based upload. ClassLink's LTI-based SSO enables fast, accurate configuration—district administrators can initiate setup through the ClassLink dashboard, and users can log in via LaunchPad without additional credentials. Once rostered, students and staff are automatically directed to Amira, provided the roster includes the required Third-Party ID attribute.

Both Amira and Istation are fully compliant with all applicable student data privacy laws, including FERPA, COPPA, and state-specific regulations. They use secure, encrypted protocols to protect student information and ensure that no personally identifiable data is used for non-instructional purposes. Districts maintain full control over user data at all times.
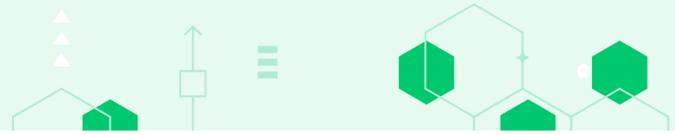
# Pricing/Quotes/Specifications

The pricing below reflects the total cost for a one-year contract for 9 campuses.

| School Name | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Glade ES | $2,940 | $2,940 | $2,695 | $2,254 | $2,940 | $2,646 | $2,695 | | | |
| Moselle ES | $4,214 | $4,214 | $3,675 | $3,920 | $3,724 | $3,234 | $3,773 | | | |
| East ES | $5,684 | $5,684 | $4,949 | $5,292 | $5,243 | $5,537 | $5,292 | | | |
| North ES | $5,145 | $5,145 | $6,125 | $5,684 | $4,606 | $5,439 | $5,390 | | | |
| South ES | $6,370 | $6,370 | $8,036 | $7,448 | $7,693 | $8,281 | $6,713 | | | |
| West ES | $6,811 | $6,811 | $7,840 | $6,958 | $7,546 | $7,595 | $6,419 | | | |
| Northeast High | | | | | | | | $8,085 | $7,105 | $3,430 |
| South High | | | | | | | | $10,045 | $11,270 | $4,900 |
| West High | | | | | | | | $12,495 | $13,965 | $6,125 |

- **Columns B through E (Grades 1-3)** screeners are reimbursable through the MDE Universal Screener and Diagnostic Assessment Approved List.

- **Screeners** are $4.75 per subject per student

- **Reading Instruct-Tutor** is $30 per student - $15 for the individualized learning path (Instruct) and $15 for Tutor

- **Math Instruct** is $10 per student

- **Professional Development** options:
  - Two-hour interactive webinar for $920
  - Six-hour onsite for $3990