

**Maricopa County Education  
Service Agency**



**Response to Request for Information  
Serial #12055-RFI**

**MCESA REIL ASSESSMENT SYSTEM**

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**Response Submitted By**



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**INFORM Learning System**

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REIL Assessment System

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## Section 1: Company Background & Experience

EDmin is a privately held corporation that is headquartered in San Diego, California and has offices in Colorado, Connecticut, Minnesota, Texas, and Washington. EDmin was founded in 1990, incorporated in the State of Delaware, and has been providing assessment and reporting tools to K-12 school districts across the country for more than 22 years. Our company was founded by educators for the sole purpose of providing educators with web-based learning and accountability systems that advance student learning and achievement. The company's web-based products and services provide a complete online academic performance system to help school districts address 21<sup>st</sup> Century Learning, and meet specific guidelines of the Race to the Top (RttT) and No Child Left Behind (NCLB) legislation/Elementary and Secondary Education Act (ESEA). Our proposed solution, the *INFORM<sup>®</sup> Learning System*, provides educators with the ability to give students what they need, when they need it, to accelerate student achievement.

EDmin was the first vendor to develop a web-based instructional data management solution, and a completely integrated solution that is comprised of assessment tools, reporting and analytics, standards-aligned resources, and communication and collaboration tools. Educational Testing Service (ETS), Hewlett-Packard, Microsoft, Mondo Publishing, Northwest Evaluation Association (NWEA), Dukane, Mondo Publishing, Naviance, Scantron, School Messenger, School Town, and TetraData and have all successfully partnered with EDmin on major deployments because EDmin has proven its' ability to design, develop, and deliver solutions on time and within/under budget.

In late 2004 EDmin was awarded the Maine Data Management System (MEDMS) Request for Proposals to provide a tracking solution that would enable the School Administrative Units (SAUs) and Local Education Agencies (LEAs) to track certification and student achievement aligned to Maine standards. As a result of that contract, EDmin began developing an academic data warehouse that utilized the decision support functionality of the company's *INFORM Learning System* product and combined powerful data integration to enable clients to have access to data from multiple sources through a single sign-on (SSO). The resulting effort generated our enterprise solution for assessment, reporting, resources, and community/communication tools: the *INFORM Learning System*. Since 2005, EDmin has focused its development effort on enhancing the current decision support functionality to include the *INFORM Learning System's* Academic Data Warehouse applications so that clients have the ability to track student progress from multiple data sources longitudinally, as well as have ease of use in accessing interventions, special education, professional development, financial reporting and cost-benefit analysis, and instructional/learning resources aligned to standards. The key differentiator of the *INFORM Learning System* is that the solution enables users to transform data into information upon which sound instructional and curricular decisions can be made and implemented. As users begin to view longitudinal performance results, and use the filter queries to view the data, users can immediately see what works for each student over time. This enables best practices to be quickly identified and institutionalized.

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EDmin's products and services that comprise the *INFORM Learning System* are in use by many of the leading school districts nationwide, representing over 1,200,000 students in more than 400 districts. EDmin currently serves a user base of more than 4 million in all 50 states with its wide array of applications now integrated into a robust learning and accountability solution. We have successfully deployed our systems in statewide, large district, consortia, and small-to-large sized district implementations and have always come in under budget and on time. Our service and support staff support system implementation, training, documentation, and maintenance efforts for current products and clients, as well as new product development and system enhancements.

EDmin's *INFORM Learning System* client base includes large districts with more than 300,000 students as well as small districts with fewer than 500 students. EDmin has statewide implementations in Rhode Island, Nevada, and South Carolina and has had statewide contracts with Hawai'i, Maine, New Mexico, and Wyoming. We currently provide the *INFORM Learning System* to more than 100 districts nationwide.

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## Section 2: Client References

The following information is provided to demonstrate EDmin's proposed assessment and reporting application – the *INFORM® Learning System* – has been implemented in K-12 Local Education Agencies and State Education Agencies.

EDmin has had several statewide and many district contracts for delivering assessment and data warehouse/longitudinal data systems in various reporting formats for grades Pre-K through 12: these included Maine, New Mexico, Wyoming, and Hawaii. EDmin's first statewide contract was with New Mexico in 2001; followed by Maine in 2003-2005, Hawaii in 2006, and Wyoming from 2001-2009. All of these contracts utilized an early warning/alert system to notify principals and teachers about lagging student performance. This enabled students who potentially would fall behind to be identified quickly so that timely interventions could be implemented. For every contract, EDmin prepared a detailed project work plan. Each of these state contracts were for a comprehensive academic data warehouse that tracked student performance against specific indicators identified by the state department of education, or in collaboration with the state and the districts/local education agencies (LEA). One example of EDmin's implementation of an academic data warehouse/longitudinal data system is in the Wyoming Department of Education (DOE). Wyoming is being provided as a reference because it is similar to the scope of services MCESA is requesting, and is similar to the other implementations EDmin has completed.

EDmin's solution is built upon an open platform architecture using Microsoft MS-SQL. All current development occurs using .NET. In all of its deployments, EDmin set up the *INFORM Learning System* to provide state-, district-, school-, class-, student-, and staff-level data (or a requested combination of any of these levels). EDmin's solutions enabled Wyoming DOE to have access to aggregate data from each district or LEA (actual student data was available unless the DOE did not want to see individual student data), and the individual districts and/or LEAs had access to district-wide data down to the student level.

The Wyoming DOE, for example, received reports on student achievement aligned to state standards/skills, as well as from state-determined performance indicators (e.g., grades, attendance, course completion, interventions, behavior, etc.). Reports were generated on a designated basis (e.g., quarterly, monthly, weekly, etc.) for local districts based on the districts' assessment calendars. The data collected measured student progress as evidenced by achievement scores from high-stakes state tests, district benchmarks, third-party normed tests (e.g., PAWS, NWEA, DIBELS, ACT, etc.), and in some cases locally generated data from short cycle assessments, interim assessments, or project-based curriculum. Each contract contained comprehensive reporting capabilities (e.g., longitudinal, dashboard, key performance indicators, tabular, graphical, etc., where authorized and authenticated users could drill-down, based upon the security role of the user, from seeing entire classes of students to viewing individual student performance).

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The data was imported into the *INFORM Learning System* by EDmin and made available to the Wyoming DOE and local districts in display formats that included tabular, graphical, dashboard, and key performance indicator reports. Reports were available to administrators (district personnel, principals, departmental specialists, etc.) and included the ability to drill-down from entire grade-level data to classes, groups, and individual students. As assessment data was collected, the results were made available to all authorized and authenticated user roles and were accessed either by directly logging into the solution, or having the report data e-mailed to authorized/authenticated users (e.g., teachers).

The *INFORM Learning System* contains color-coding, so results are easily interpreted and authorized/authenticated users immediately identified students who are high risk, low risk, and performing at acceptable levels. The solution enables users to use filters to query sub-groups (e.g., Special Education, English Language Learners, Interventions, etc.) and see the students associated with each sub-groups. Users are able to view performance in tabular formats where the students can be grouped using the color-coding, as well as the cut-points for each type of assessment, in graphical display views that also contain drill-down capabilities. The system also enables the user to access the electronic CUME file to see all of the performance mapped to the student for the duration of the student's tenure in the district, see select interventions, calendars, digital student portfolios containing authentic samples of student work, and personal information captured from the district's Student Information System (SIS) such as parental/guardian contact information, student class schedules, most current progress monitoring results, etc.

EDmin's solution enables authorized/authenticated users to make key instructional decisions regarding differentiated instruction, interventions, lesson planning, and instructional methodology to ensure that every student's learning needs are addressed. Many of the comments from semi-annual User Group meetings state that the system is "Easy to use, powerful, and intuitive. The color-coding helps to quickly identify those students who need assistance beyond typical classroom instruction and enables us to make timely decisions regarding curriculum scope and sequencing, differentiated instruction, and implementation of intervention strategies."

Another installation example is our contract with Clark County School District (CCSD), Nevada. CCSD is the sixth largest school district in the United States. Clark County School District has the highest foreclosure and unemployment rate in the United States, yet CCSD has used the *INFORM Learning System* to achieve their Adequately Yearly Progress (AYP) for the three of the last four years (the only school district in the top 10 to do so), and credits the *INFORM Learning System* as a reason for the district's success.

CCSD has been using the *INFORM Learning System* since January 2003. The project focus has been on providing data seamlessly from the high stakes state test, district benchmarks, and any third-party data to the classroom teacher in a timely manner that supports instructional planning and interventions. The project was planned out to be deployed incrementally given the size of the district. Within one year, every building in the district and all of the classrooms were implemented.

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CCSD is using the following *INFORM Learning System* applications: *INFORM Learning System* Dashboard, Longitudinal and Graphical Reporting/Instructional Data Management System Academic Data Warehouse; Test Building Module for powerful assessments aligned to curriculum pacing; *NWEA Formative Assessment Item Bank* of grade-level specific assessment questions aligned to Nevada Academic Standards; Online and paper/pencil testing; EZScan capabilities for immediate test results; Performance Center for tailored role-based reporting; Curriculum Pacing Guides; Standards-aligned Resources; Assessment Literacy Modules; and Assessment Training Institute.

EDmin is well known for its strong implementation and project planning. CCSD was provided training based on a "Train-the-Trainer" approach so that a core group of teachers were thoroughly trained and capable of functioning in their respective roles. This approach built capacity within CCSD and reduced the dependency upon EDmin or a third party to provide required training services after the initial implementation. CCSD staff mentor, coach, and guide the training throughout the district.

EDmin provides CCSD with a designated Client Relationship Manager and a Client Engagement Manager, both of whom are available to the district 24/7. EDmin also offers access for clients to the EDmin Help Desk. CCSD has access to their Client Relationship Manager, Client Engagement Manager, or the EDmin Help Desk for any issue or concern. EDmin's training methodology enabled CCSD to train more than 2,000 teachers within a one-week period of time.

A third example of a similar solution implementation to MCESA is Lake Washington School District (Washington). Lake Washington School District is located in Redmond, Washington (the site of Microsoft's corporate office) and the district's use of technology is nationally-acclaimed. EDmin began a district-wide implementation of our professional development tracking solution (*INSTRUCT*) for Lake Washington in 1997. Since that time, the district has added comprehensive assessment, reporting, and resources. Lake Washington has renewed its contract with EDmin every year since 1997. Components/modules of EDmin's *INFORM Learning System* are deployed in every building in the district.

Lake Washington uses the following *INFORM Learning System* applications: *INFORM Learning System* Reporting/Performance Center for tailored role-based reporting (i.e., longitudinal, predictive, forecasting, key performance indicator cohort reporting [i.e., Student Success Indicators], Alert Notification, etc.); Test Building Module for powerful assessments aligned to curriculum pacing; *NWEA Formative Assessment Item Bank* of grade-level specific assessment questions aligned to Washington State Learning Standards; Online and paper/pencil testing; EZScan capabilities for immediate test results; Curriculum Pacing Guides; and *Curriculum Matrix/Recommendation Engine* for standards-aligned resources.

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Lake Washington elected to purchase training based on a "Train-the-Trainer" approach so that core groups of teachers and staff are consistently and thoroughly trained and capable of functioning in their respective roles. EDmin also provides direct user training for technical staff, administrators, and others during implementation of each new module. This approach has built capacity within the district and reduces the dependency upon EDmin training services after the initial implementation of each new module.

The following are *INFORM Learning System* client references that are of similar scope to Maricopa County Education Service Agency's initiatives:

Contact Information	Program Information
<b>District/Customer Name:</b> Litchfield Elementary School District <b>Address:</b> 553 Plaza Circle, Litchfield Park, AZ 85340 <b>Contact Name:</b> Tamara Honvlez <b>Contact Title:</b> Director of Curriculum & Staff Development <b>Contact Phone Number:</b> (623) 535-6045	<b>Contract Period:</b> 2005-Present <b>Products:</b> INFORM Learning System, INSTRUCT, Test Builder, Recommendation Engine <b>Number of Students:</b> 9,324 <b>Number of School Sites:</b> 12
<b>Division/Customer Name:</b> Clark County School District <b>Address:</b> 4212 Eucalyptus Avenue, Las Vegas, NV 89121 <b>Contact Name:</b> Ms. Sue Daellenbach <b>Contact Title:</b> Assistant Superintendent <b>Contact Phone Number:</b> (702) 799-1041 <b>Contact Email:</b> SDaellenbach@interact.ccsd.net	<b>Contract Period:</b> 1/1/2003 – present <b>Products:</b> INFORM Learning System Assessment, Reporting, Item Banks, Assessment Literacy Modules, Assessment Training Institute <b>Number of Students:</b> 303,448 <b>Number of School Sites:</b> 319 <b>Estimated Number of Teachers:</b> 15,930
<b>Customer Name:</b> Wyoming Department of Education <b>Address:</b> Hathaway Building, Cheyenne, WY <b>Contact Name:</b> Judy Steingass <b>Contact Title:</b> State of Wyoming Trainer/Director of Technology at Sheridan Public Schools <b>Contact Phone Number:</b> (307) 655-3426 <b>Contact Email:</b> judy@sheridan.k12.wy.us	<b>Contract Period:</b> 2003-2009 <b>Products:</b> INFORM Learning System academic data warehouse that included reporting, assessment, resources, and collaboration tools <b>Number of Students:</b> 88,000 <b>Number of School Sites:</b> 48
<b>District/Customer Name:</b> Springfield Public Schools <b>Address:</b> Kraft Administrative Center, 940 North Jefferson, Springfield, MO 65802 <b>Contact Name:</b> Dr. Matthew Goodman <b>Contact Title:</b> Director of Accountability <b>Contact Phone Number:</b> (417) 523-0105 <b>Contact Email:</b> mgoodman@spsmail.org	<b>Contract Period:</b> 2008-Present <b>Products:</b> INFORM Learning System Reporting, Assessment, Success Assessment (integrated with Scantron) <b>Number of Students:</b> 24,295 <b>Number of School Sites:</b> 54 <b>Estimated Number of Teachers:</b> 1,600
<b>Division/Customer Name:</b> Saint Louis Public Schools <b>Address:</b> 801 N. 11 <sup>th</sup> Street, Saint Louis, MO 63101 <b>Contact Name:</b> Dr. Bertha Doar <b>Contact Title:</b> Director of Assessment <b>Contact Phone Number:</b> (314) 345-2360 <b>Contact Email:</b> bertha.doar@slps.org	<b>Contract Period:</b> 2000 - Present <b>Products:</b> INFORM Learning System Assessment, Item Banks, Reporting, Resources <b>Number of Students:</b> 23,000 <b>Number of School Sites:</b> 73 <b>Estimated Number of Teachers:</b> 2,000

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## Section 3: Executive Summary

EDmin's is proposing the **INFORM® Learning System** to Maricopa County Education Service Agency (MCESA) for your assessment system to support the Rewarding Excellence in Instruction and Leadership (REIL) program. EDmin's solution will meet, and even exceed, the agency's identified requirements for assessment, reporting, and security. EDmin is confident that our solution will support and advance the initiatives of REIL. Our proposed solution focuses entirely on providing students instruction that targets what they need, when they need it the most.

The **INFORM Learning System** meets the needs of school districts and local education agencies (LEAs) seeking to advance student achievement and prepare students to be "future ready" – which is in sync with MCESA's initiative to improve student academic progress by increasing effectiveness of teachers and principals. Today's school districts frequently lack assessment and analytical tools to de-mystify and simplify the abundance of data that is available. Districts want to identify the right lesson at the right time to ensure that every student in every class and school building achieves and is prepared to advance into the next grade, graduate, and enter college, university, the work force, or the military. Student success requires a solution that takes the analytical data and prescribes the precise learning resource for every student and provides easy access to best practices and proven resources that facilitate differentiation and interventions.

That is why EDmin created the **INFORM Learning System**. We understand that you know your students best and want an easy to use, powerful solution that connects educators to what works to advance student achievement. The **INFORM Learning System** gives you one integrated solution that provides all of the tools required to assess and measure student progress, generate data to guide instruction, access resources for timely intervention, and communicate and collaborate with professional learning communities.

**Case Study:** The **INFORM Learning System** has been used by Clark County School District (Nevada) for the past seven years. The district is the only district in the nation's top ten largest districts to have achieved Adequate Yearly Progress (AYP) three out of the past four years. The district credits its success to consistent use of the **INFORM Learning System's** assessment and reporting tools.

EDmin's solution provides users with a role-based system that is scalable, flexible, and affordable. The **INFORM Learning System** enables educators to act on the analytical analysis by providing more than 200,000 standards-aligned resources to be used for immediate intervention and personalized learning. The **INFORM Learning System's** components provide extensive assessment and learning resources that identify learning gaps, engage students, and support life-long learning at the critical time when students need the help most. The solution's robust reporting tools enable districts to view both aggregate and disaggregated data across the district, and drill down to the building and classroom level, and the individual student level. The integration of assessment, reporting, and instructional and learning resources enables authorized and authenticated users to immediately

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measure and evaluate what students know and can do, transform the data into information that guides instruction, and intervene in a timely basis to immediately address learning gaps and deficiencies for both groups and individual student levels, tailored to meet every student's learning needs.

EDmin strongly believes that all students can learn and become productive, global citizens. The **INFORM Learning System** supports districts' educational goals by:

- Measuring student progress;
- Assessing data to guide instruction;
- Identifying appropriate learning and instructional resources;
- Collaborating in curriculum development;
- Communicating with professional learning communities; and
- Staying connected with students and parents.

We also believe that our solution advances student learning and prepares students to be “future ready” by engaging every member of the learning community. The most important gift you can give your students is to help them become life-long learners – one lesson at a time. In short, we believe that teachers and administrators can do more for students when educators have the tools to connect them to what works to advance student learning. We understand the challenges of 21<sup>st</sup> Century education because we have been working with educators for 22 years to develop a unified solution powerful enough to meet their instructional needs.

EDmin's vision is to connect every K-12 educational institution with a solution that provides single sign-on (SSO) to assessment, reporting, resources, and community tools to advance student learning. The complete **INFORM Learning System** delivers the following capabilities:

- The assessment tools provide districts with the ability to create, administer, share, and report on district benchmark, interim, and short-cycle assessments, as well as have teachers create classroom tests to facilitate daily progress monitoring;
- The system provides the ability to use more than 70,000 standards-based items developed and researched by Educational Testing Service (ETS), and now owned by Northwest Evaluation Association (NWEA), in the core areas of Language Arts (Reading and Writing), Mathematics, Science, and Social Studies aligned to state academic content standards and Common Core State Standards;
- Powerful reporting functionality provides more than 300 pre-formatted reports regarding student progress across the district, building, classroom, and individual student tracking;
- Numerous report display formats including, but not limited to, dashboard, longitudinal, comparison, multiple measures, predictive/trends forecasting, student success indicators, interventions and alert notification reporting, etc.;

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- Access to more than 200,000 learning and instructional resources and assessment items created by more than 150 major textbook publishers that have been aligned to National, Common Core, State Academic Standards, and all of the released National Assessment of Educational Progress (NAEP) test items;
- Access to Professional Development Standards (National Council for Professional Development) and the aligned professional development resources;
- Response to Intervention (RtI) content and resources aligned to standards; and
- Web-based solution offering single sign-on (SSO) access that is safe and secure.

The ***INFORM Learning System*** is built upon a robust data integration platform that is centrally located and easily managed within the solution. Component architecture enables districts to use any of the applications with confidence knowing that the powerful data integration platform provides immediate access to best practices, instructional and curricular resources, assessment, reporting, and standards-aligned learning content.

The ***INFORM Learning System*** provides educators with tools for instructional planning, instructional resources, interim assessments, data and reporting, professional development and evaluation in one easy-to-use, single solution. The solution contains all of the tools necessary for educators to easily create district and classroom benchmark assessments, administer the tests either online or through traditional paper/pencil administration where the pre-slugged answer sheets can be scanned using a plain paper scanner. District benchmark assessments and classroom assessments use the same test creation functionality and the district may elect to withhold those test items most frequently used in district benchmark assessments from classroom use. Our solution contains the *Formative Assessment Item Bank (Item Bank)* that contains more than 65,000 items specifically aligned to Arizona Academic Standards, as well as the Common Core State Standards. MCESA may elect to only have an item bank containing agency-developed items for the REIL program. The ***INFORM Learning System*** will easily support the importing, creating, and administering of agency items and assessments.

The results of individual assessments are immediately available for teacher viewing. Additionally, the assessment results are also seamlessly transferred to our reporting application that enables educators to view multiple measures of student performance side-by-side in a singular view. Our reporting platform functions as an academic data warehouse and stores every piece of assessment and performance data for every student in the electronic CUME file. Teachers can easily access student progress data and use the information to guide instructional practice.

All of this functionality resides on a safe and secure platform that provides single sign-on (SSO) access for authorized and authenticated users. The ***INFORM Learning System*** enables districts and schools to bring on applications as needed with the confidence in knowing that the entire system is integrated. Additionally, the solution can easily be integrated with existing district's databases and

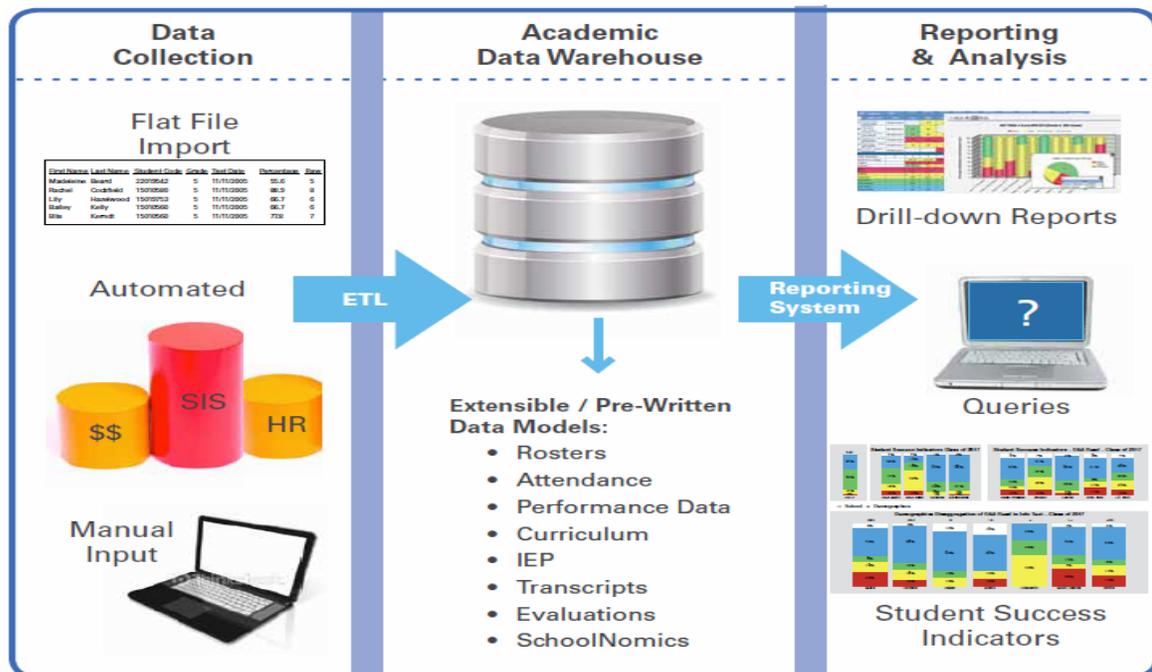
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legacy systems (i.e., Student Information System and/or the REILize Decision Support System) through the *INFORM Learning System's* powerful Academic Data Warehouse Connectors. Student Information Systems (SIS) utilizing School Interoperability Framework (SIF) for data interchange and/or that export data into EDmin's established Teacher/Class/Student file format are compatible with the *INFORM Learning System*.

Authorized and authenticated users can quickly access user-friendly tools that facilitate learning, testing, publishing, and collaboration. The data is transformed into information leading to knowledge that provides an informed basis for identifying current baseline measurement, and assists with the identification of where the district can and should be targeting improvement efforts. Whether the user is a district administrator, building principal, classroom teacher, parent, student, or community stakeholder, the *INFORM Learning System* provides clear insight and enables users to immediately identify what works (and what is not working) to improve student achievement.

EDmin brings significant expertise around education data and enterprise systems. We also have a deep understanding about the use of the data by all educators and supporting standards-based education. Our intention with this project is to establish a partnership with MCESA to provide open platform architecture that provides classroom educators, local administrators, and policy makers of all types with easy-to-use and powerful new tools that advance student learning.

As the graphic below indicates, the *INFORM Learning System* operates to support education initiatives through its ability to pull data from multiple sources:



**Figure 1: The *INFORM Learning System* pulls data from any source**

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The **INFORM Learning System** provides the capability of pulling data from any data source to develop comprehensive reports. The data contained within the **INFORM Learning System** is exported from the original data sources using prescribed data file formats. Users may also directly enter data into the **INFORM Learning System** through the Direct Score Entry component. Once the extraction/ transformation/load (ETL) process is complete, the data immediately resides within the **INFORM Learning System** Academic Data Warehouse where authorized and authenticated users may create any type of report using the stored data.

EDmin's online academic performance system is completely integrated to ensure that districts have the ability **in the future** to add other components with confidence knowing that all applications are seamless and work together. This functionality means that districts, at the appropriate time, can add **Recommendation Engine** for access to more than 200,000 instructional resources aligned to state and Common Core Standards; **INSTRUCT**® to manage professional development, generate reports to track professional development courses every staff member takes, create transcript reports, and conduct online evaluations. All teacher professional development can be correlated back to classroom student achievement; and **InSite**® - the Finance Analysis Model for Education™ to address financial analysis, cost-benefit, and return-on-investment reports (*InSite* analysis is provided by EDmin's school district financial tool, SchoolNomics™.) EDmin also has an excellent product for tracking the needs of special students and individual education plans (IEPs) - **INSPIRE**®. **Total Reader**™ is a Lexile-based reading program for grades K-12. Additionally, the **INFORM Learning System** also serves as the platform for Mondo Publishing's **DataZone**® solution (early literacy and assessment program for grades K-5). If the district wishes to add a secure portal with teacher-to-home communication tools, EDmin will provide this capability through its **Community** applications that are also integrate into the enterprise solution.

At EDmin, we work every day to develop solutions that support the important work educators do. We are educators and we know the challenges you face. **EDmin is committed to partnering with Maricopa County Education Service Agency to connect you and your educators with what works to advance student achievement and prepare students to become future ready!**

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## A Platform for Student Success



### INFORM Learning System



#### Assessment tools to guide instruction.

Our assessment suite consists of **Test Builder™**, a tool that easily creates, manages, and evaluates test items, using your own items or the **NWEA Formative Assessment Item Banks** with more than 69,000 high-quality items aligned to content standards that measure student progress. **Total Reader™** assesses reading skills by Lexile and provides interactive practice. **DataZone®**, an early literacy reading program based on Mondo's *Bookshop*, manages K-5 literacy.



#### Reporting tools to transform data into student achievement

**INFORM® Report Center** displays data in dashboard, tabular, and graphical formats that provide longitudinal, comparative, predictive, Rtl, Student Success Indicators, and trends analysis functionality. **INFORM's** easily-configured dashboard provides decision-quality data to every role and offers growth models, longitudinal reporting, and real-time data for Rtl. **INSTRUCT®** manages professional development, and **INSPIRE®** manages Individual Educations Plans (IEPs) and individual learning and improvement plans.



#### Resources aligned to content standards for timely intervention.

Our **Recommendation Engine** is a feature-rich, standards-based tool that provides an easy way to plan curriculum and target instruction for every student. Powerful search options give you access to 200,000+ subject-specific resources to support scope and sequence. A built-in Correlation Tool allows you to add your own content.



#### Community tools to promote collaboration among and between learners and educators.

Personal Edition is a premium version of **SchoolNotes®**, the original school-to-home communication platform. Teachers can create ad-free web pages and link to resources. **Education World® Community** is a collaboration platform for educators that supports and encourages the formation of professional learning communities, and enables educators to remain connected with one another via social networking through both public and private groups and forums.

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## Section 4: Technical Environment

The *INFORM Learning System* is built upon an enterprise-level fully redundant platform and is hosted at a secure co-location facility. By utilizing virtualized server environments and a storage area network, the *INFORM Learning System* is capable of scaling out to meet the demands of the largest school districts or state level implementations. The *INFORM Learning System* runs on Intel x86 compatible hardware platforms and is developed on the Microsoft.NET software platform. EDmin owns and maintains all infrastructure located at the co-location facility, including all server, storage, network, and security equipment. The solution is accessible through a standard web browser on Windows PC's compatible Windows XP, Windows 7, and Apple Macintoshes compatible with Mac OS 10.4+. The *INFORM Learning System* is tested on various operating systems and browser configurations. Although optimized for Internet Explorer, Safari, and Firefox, additional browser types such as Chrome can also be used. Minimum client hardware/software configuration is provided below.

Operating System	Windows 98 or later	Mac OS 9x	Mac OS 10x or later
Browser	Internet Explorer 7 and later Firefox 3 and later	Firefox 3 and later	Firefox 3 and later
Processor	750 MHz	600 MHz PowerPC G3	1.45 GHz PowerPC G4
Memory	2 GB	2 GB	2 GB
Display Resolution	1024 x 768	1024 x 768	1024 x 768
Adobe® Acrobat Reader® 2	9.0 or above	9.0 or above	9.0 or above

**Figure 2: Minimum Client Hardware/Software Configuration**

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EDmin is proposing to host the *INFORM Learning System* for MCESA; however, an agency-hosted solution is an option at the present time or in future years. Over 90% of EDmin’s clients elect to have EDmin host the solution. The following are MINIMAL system requirements of the *INFORM Learning System* if the district wishes to host the solution:

<b><i>INFORM Learning System Requirements</i></b>	
<b>Minimum <i>INFORM</i> Hardware Self Hosting Requirements</b>	
<p><b>Dell Dual System Configuration</b></p> <p><b>Dual Servers – Windows 2003 Enterprise Server Edition:</b></p> <ul style="list-style-type: none"> <li>• 1 Front End IIS Server 7.0, .NET Framework 3.5 SP1             <ul style="list-style-type: none"> <li>• Dual power supply</li> <li>• Dual processors, Dual Core</li> <li>• 4 gig RAM</li> <li>• 2x72 GB usable SAS/SCSI 15k spindle in RAID 5 configuration (OS drive)</li> <li>• 4x146 GB usable SAS/SCSI 15k spindle in RAID 5 configuration (Web drive)</li> </ul> </li> <li>• 1 Database Server             <ul style="list-style-type: none"> <li>• Dual power supply</li> <li>• Quad processors, Quad Core</li> <li>• 8-16 gig RAM</li> <li>• 2x72 GB usable SAS/SCSI 15k spindle in RAID 5 configuration (OS drive)</li> <li>• 150- 300 GB usable SAS/SCSI 15K spindle in RAID 5 configuration (Data drive)</li> <li>• 100- 200 GB usable SAS/SCSI 15K spindle in RAID 5 configuration (Log drive)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• The amount of memory, hard drive space, and processors can be adjusted to scale with the number of users.</li> </ul>	

***Figure 3: Minimum System Requirements***

The *INFORM Learning System* utilizes virtualization for web, application, and database environments with separate database environments for each client. This also separates each layer of the architecture. EDmin’s academic data warehouse operations include daily/weekly/monthly backups and any client restore requests are included with the *INFORM Learning System* license fee.

**Network Infrastructure:** The *INFORM Learning System* hosting environment provides an enterprise-level infrastructure which includes redundancy within each layer for maximum reliability and availability of the applications.

# Maricopa County Education Service Agency: REIL Assessment System

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**System Infrastructure:** The *INFORM Learning System's* design is comprised of virtualized server environments which can be scaled up and out independently between layers. For example, as a district's usage grows, additional server resources and storage can be added.

EDmin is committed to providing clients a reliable, stable, and engaging user experience. We have extensive experience with working with schools and districts that have a wide range of technology sophistication and infrastructure. In support of the wide range of client capability, we do not limit technologically advanced clients, nor does EDmin abandon clients that may embrace newer technologies more slowly. New features and capabilities are developed using the optimal technologies available. More importantly, new capabilities which might not be supported by all clients are switchable. The new capabilities can be turned on so the client can determine when the benefit and the technology resources justify the use of the capabilities.

EDmin has adopted both Microsoft and non-Microsoft technologies that support our product vision and positively impacts the client experience. We are in the final phases of implementing Microsoft SQL Server 2008r2 for our Reporting platform (planned for complete migration in the summer of 2012). The *INFORM Learning System's Academic Data Warehouse* (also referred to as the Enterprise Data Center) Reporting, Dashboard, ETL tools, and web service interfaces are written in C#/.NET. This has facilitated EDmin being able to deliver clients an open framework for data integration and interfacing with industry standards such as the School Interoperability Framework (SIF). The *INFORM Learning System* is SIF compliant for user logins and security settings. The *Reporting* and *Assessment* applications are also SIF compliant. Other examples of the *INFORM Learning System's* ability to leverage new technologies include the collaboration features of the Community platform which utilizes a secure Web 2.0 platform for K-12.

Data movement is accomplished by a variety of methods, including Bulk Insert, Data Transformation Services (DTS), and custom Extract, Transformation, and Load (ETL) applications (primarily through the *INFORM Learning System Academic Data Warehouse*). The application is written such that itself and supporting applications can be multi-homed (academic data warehouse front/back end on separate servers, etc). The SQL is housed on a standalone server. The web front ends are hosted by virtual machines, making for ease of backup/recovery/ cloning. The minimum recommended operating system is Windows Server 2003 R2. Full SQL backups are done daily.

The *INFORM Learning System* provides a set of comprehensive ETL tools which allow clients the capability to map external data sources to the *INFORM Learning System* data model. As part of a standard *INFORM Learning System* implementation, clients have the option of using our Import Manager feature which allows clients to create schedules, setting time of day and frequency for Student Information System (SIS) data loads into the *INFORM Learning System*.

# Maricopa County Education Service Agency: REIL Assessment System

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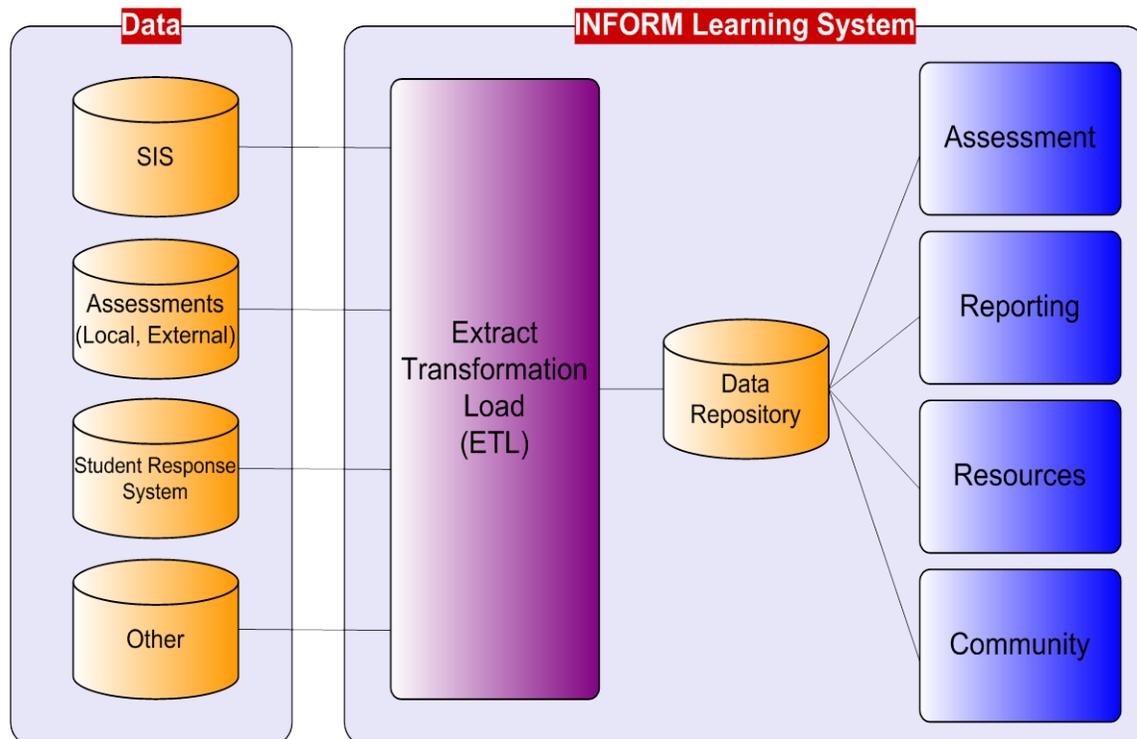
## Data Integration/ETL

The *INFORM Learning System* contains an Academic Data Warehouse that securely houses and stores relevant data pertinent for monitoring student progress from standardized assessments that can be used as a predictive tool for high-stakes state testing. Relevant data elements may include relevant demographic data for students and teachers, Teacher/Class/Student (TCS) data to provide accurate student rosters, performance data from high stakes state tests and district benchmark assessments as well as classroom progress, interventions, attendance, grades/report card data, state/district standards, professional development tracking, special education data, and business and financial data pertaining to student achievement.

The *INFORM Learning System* provides various methods for data integration, which are part of the core *INFORM Learning System* package. These include the SIS interface and the Assessment Scores interface which are part of the *INFORM Learning System's* Academic Data Warehouse. District system administrators will receive training on how to use these features. EDmin also provides data integration services through the establishment of a service bank for custom data integration needs.

As the figure on the next page demonstrates, through the *INFORM Learning System's* ETL tools, districts can easily load data from various data sources (i.e., SIS and/or REILize Decision Support System, ACT, NWEA Map, Reading data from DIBELS, DRA, etc.), which are then stored on the *INFORM Learning System* Academic Data Warehouse. The *INFORM Learning System* is capable of reporting on longitudinal and historical data. When combined with other data sources, new custom reports are easily created through the Multiple Measures reporting capability. Users are able to generate various reports through a role-based decision support platform that allows for the use of ad hoc queries and various filtering of data for effective graphical and dashboard reporting. Users may also easily access other types of data stored in the solution, such as assessment tools, item banks, learning and instructional resources aligned to State and Common Core Standards, and communication and collaboration tools.

## Maricopa County Education Service Agency: REIL Assessment System



**Figure 4: INFORM Learning System Data Integration**

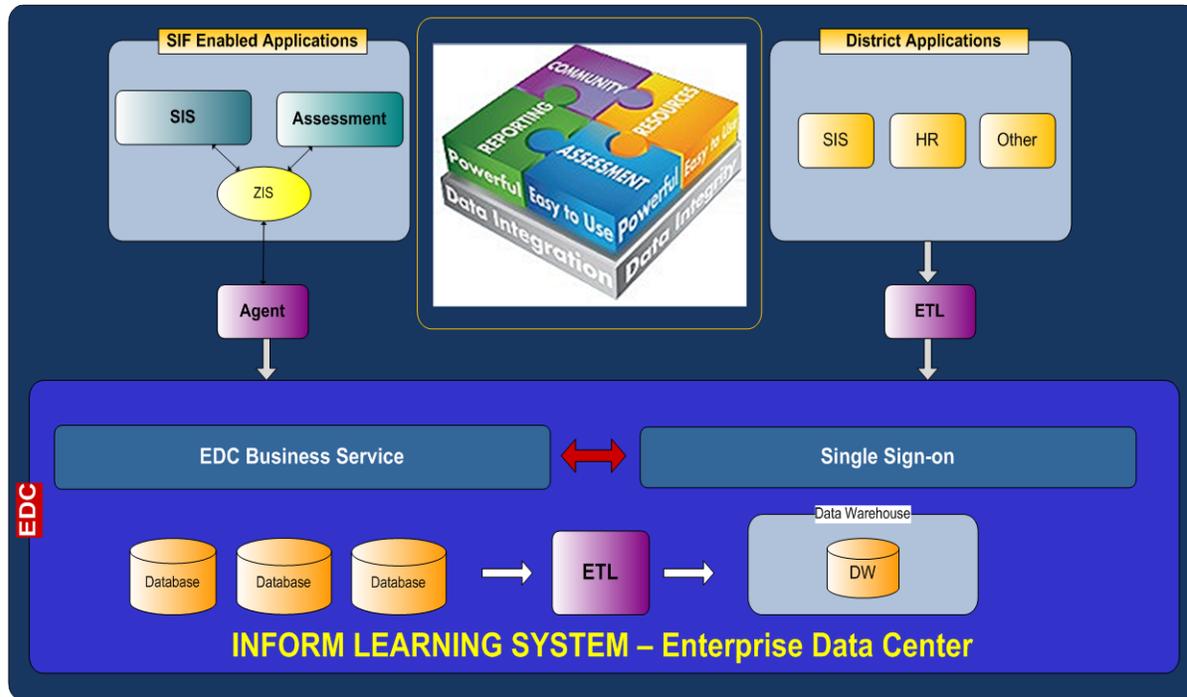
Districts that have separate data warehouses for additional reporting needs use the *INFORM Learning System Academic Data Warehouse* to extract data through a second level of ETL, that addresses those additional reporting needs within a data warehouse, and provide the classroom teachers with a much more intuitive interface that includes transactional capabilities. For example, EDmin’s *INSTRUCT* application allows for the management of professional development courses. *INSTRUCT* allows users to register for courses and provides a comprehensive platform for the management of course enrollment, credits and teacher transcript reporting. Much of the teacher data comes from a district’s human resources system and that data can easily be imported into the *INFORM Learning System* to populate relevant teacher data files.

EDmin’s role-based strategy integrates each role in the educational enterprise and is supported through a combination of core products to seamlessly support MCESA’s educational initiatives. The presentation layer can be personalized based role, with separate layers for the application/business rule later. And through support of industry standards such as SIF and ETL for data interchange, various data sources can be leveraged. The *INFORM Learning System’s Reporting and Assessment* applications and user login and security settings are SIF compliant.

The diagram on the following page (*Figure 5*) shows EDmin’s open architecture and examples of how we can seamlessly integrate data from other providers. With the use of publish and subscribe agents, EDmin’s strategy to deliver any component within our suite can be leveraged by clients with

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either a phased in rollout or any other type of implementation model which factors in district's goals and training initiatives.



**Figure 5: INFORM Learning System's Open Architecture**

Alternatively, the *INFORM Learning System* supports the SIF model which can be used for the transfer of student enrollment data from the client's SIS to the *INFORM Learning System*. Either method generates various audit reports which provide the results of the data loads. In addition to a standard set of business rules which are applied to the data to ensure successful processing, additional business rules can be configured by clients to establish thresholds for errors to help maintain data integrity within the *INFORM Learning System*.

### **System Security**

The *INFORM Learning System* is entirely compliant with the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA) requirements. MCESA's data will be protected and will not be released to any outside entity. EDmin's role-based system ensures that student data is only viewable by those with immediate responsibility for the student (e.g., the classroom teacher or the school principal).

The *INFORM Learning System* employs a two-phased approach to application security: Authentication and Authorization. Users can either be authenticated by the *INFORM Learning System* authentication engine or, alternatively, by another authentication provider such as Active Directory. Once a user is authenticated, then their role-based authorization governs the level of access within the applications. For example, teachers can only see their classes/ students; site

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administrators can only see the teachers within their school, division administrators with authorization can see the entire division's data.

All data transmitted between *INFORM* and the client web browser is secured with 2048-bit SSL encryption that are industry standard. All SCP/SFTP data is encrypted with SSH.

All access to information and business resources is determined by role (Role Based Access Control). Developers do not have access to production systems; this is limited to operations staff. The operations staff does not have access to SQL Server DBMS (limited to database administrators). Access to physical facilities is controlled by individually assigned combination codes on a keypad, and biometric (fingerprints) data as well.

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## Section 5: Assessment



The *INFORM Learning System* allows users to build tests, score tests, and generate meaningful reports for immediate feedback in the classroom through the Assessment application. Additionally, tests can be delivered and taken by the student via paper and pencil and/or via online testing. Through this powerful tool, educators can quickly and efficiently create, administer, score, save/share, and report district, school, and classroom assessments.

EDmin understands MCESA will have approximately 16,500 assessment items for the REIL Assessment System's secured item bank. These items, and any future items, can be imported into the *INFORM Learning System* using QTI 2.0 format. This includes items and assessments in the four core subject areas of English Language Arts, Mathematics, Science and Social Studies and the non-traditionally tested content areas such as Physical Education, Art, and Music.

As an optional, value-add integrated component, MCESA may be interested in having access to the Northwest Evaluation Association (NWEA) *Formative Assessment Item Bank (Item Bank)* for English Language Arts, Mathematics, Science, and Social Studies through the *INFORM Learning System*. The items in the *Item Bank* are to be used to create custom formative assessments at both the classroom and district levels, resulting in educators' ability to monitor and track student progress. Outcomes from the assessments furnish teachers, schools and districts with valuable student data that can help guide and improve instruction.

The *Item Bank* provides variety and flexibility, which allow educators to select the standards and items that most closely reflect their instruction. Educators also can select the most appropriate items for their student population and for the time of year the test is given. For a complete description of the *Item Bank*, please refer to the *Item Bank* section below.

### **Test Builder Module**

The *INFORM Learning System's* assessment application (Test Builder) provides districts with a user-friendly approach to creating both paper/pencil and online assessments for district benchmarks, short cycle and interim assessments, as well as classroom quizzes. The system will accommodate any subject and grade level. First, the Assessment/Test Builder functionality allows the user to define the test thereby creating the blueprint (*Figure 6*). The user will use the drop-down list to select the number of questions per standard. The Best Practice Checklist and recommendations can be included at each step, allowing users to double check the test and blueprint that have been created. Recommendations have been developed using ETS Assessment Development and ETS Research & Development expertise (*Figure 7*).

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**Create New Test**

1. Provide a name for your test.  \*

2. Identify the purpose of the test.  \*  
[Show Best Practices - Step 1: Test Definitions \(Purpose\)](#)

3. Select the subject area for the test.  \*

4. Select the grade or course for the test.  \*

5. Select the pacing and period for the test. (Optional)

6. Indicate how many Standards you would like to assess on this test.  \* OR  Create Test from List

7. Select the Standards you would like to assess and the number of items, by item type, for each Standard.  
[Show Best Practices - Step 1: Test Definitions \(# of Items\)](#)

Standard	Multiple Choice (available items)	Constructed Response (available items)	<a href="#">remove all</a>
5.NS.1.1	4 (47)	0 (0)	<a href="#">remove</a>
5.NS.1.3	4 (45)	0 (0)	<a href="#">remove</a>
5.NS.2.2	4 (80)	0 (0)	<a href="#">remove</a>

**Figure 6: Step 1 of the Test Builder Workflow**

**Best Practice Checklist : Guiding Questions to Review Your Test**

✓ Do the standards assessed on this test reflect your reference document (state blueprint: district pacing guide: identified learning targets)?

✓ Have you selected enough items (4 or more) to assess each standard/reporting category?

- The more items assigned to a specific standard/reporting category, the more emphasis it will have in the overall test score.

✓ Have you selected enough items for the whole test to adequately meet the identified purpose?

- Formative assessments may have fewer items depending on the material and number of standards covered during the instructional period. They need to have a sufficient number of items to assess the content covered (e.g., at least four items per standard) while also taking into account the amount of time needed to complete the test.
- In general, having more items increases the reliability of the results. However, remember that the longer the test the more time students will need to complete it.

**Figure 7: Sample of the Best Practice Checklist**

The functionality also allows the user to select and de-select specific items. When the user selects the “add items” link, the *INFORM Learning System* will retrieve all the items in the item bank pertaining to the specifications selected in the Blueprint (Figure 8) shown on the following page.

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**Figure 8: Selecting Test Items**

When items are retrieved from the item bank, the user has additional filters, which allow for further refinement of the search criteria. Tests can be built to represent multiple levels of difficulty (Estimated Difficulty field) and cognitive levels (Cognitive Level field) via pull-down menus (*Figure 9*). Once a test is built, users can access the print-ready copy of the test in a PDF document.

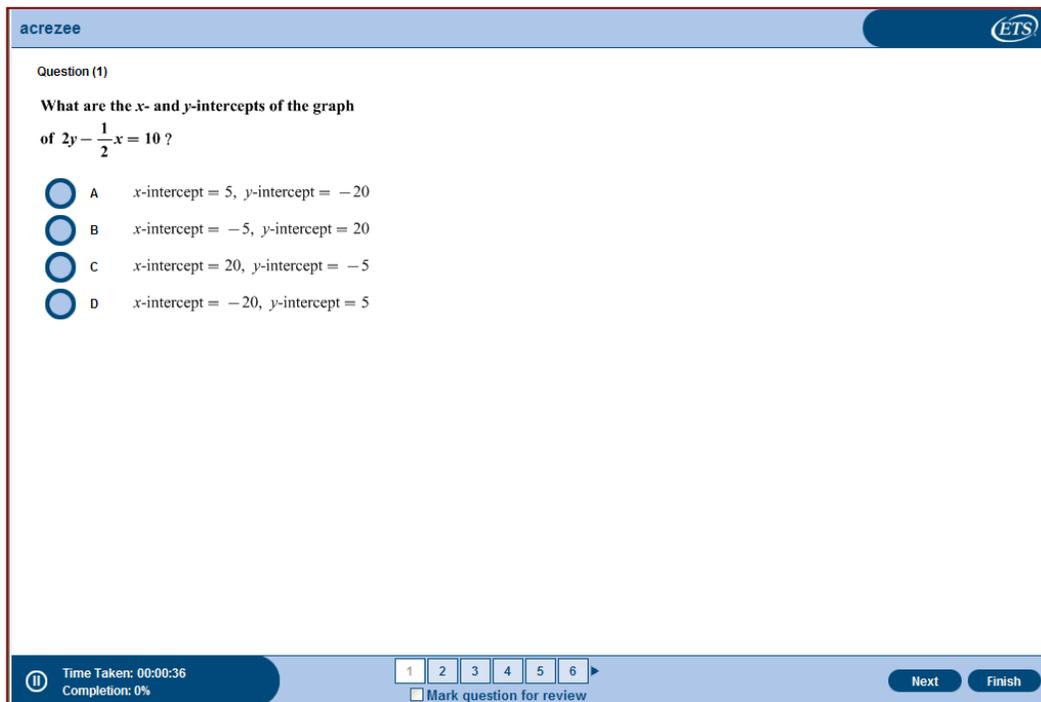
**Figure 9: A Selected Item within the Results Filter Section**

Online testing by the student is also available through the *INFORM Learning System*. The Online Testing module allows students to take a test and calculates the student’s score in real time. The Online Testing module includes the following features:

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- Browser lockdown
- Ability to continue a test at another time
- Ability to continue a test if the user's browser crashes
- Ability to mark questions for review
- Constructed-response support

This feature allows the test creator to include constructed-response items on the online test. The online testing interface allows students to type in the responses to the questions. In addition, an interface is provided for the teacher to score the student's response. *Figure 10* below shows a sample page from the student view of an online test.



The screenshot shows a web interface for an online test. At the top left, the name 'acrezee' is displayed. At the top right is the ETS logo. The main content area contains the following text: 'Question (1)', 'What are the x- and y-intercepts of the graph of  $2y - \frac{1}{2}x = 10$ ?' Below this are four multiple-choice options, each with a radio button: 'A x-intercept = 5, y-intercept = -20', 'B x-intercept = -5, y-intercept = 20', 'C x-intercept = 20, y-intercept = -5', and 'D x-intercept = -20, y-intercept = 5'. At the bottom of the interface, there is a status bar showing 'Time Taken: 00:00:36' and 'Completion: 0%'. To the right of the status bar are navigation buttons for '1', '2', '3', '4', '5', and '6', a 'Mark question for review' checkbox, and 'Next' and 'Finish' buttons.

**Figure 10: Sample page from the student view of an online test**

The *INFORM Learning System* supports several methods of assessment data input. This includes, but is not limited to the capability of electronic scoring for paper/pencil and online assessment administration. One supported method includes scanning using preprinted forms (i.e., Scantron). The *INFORM Learning System* also supports plain-paper scanners from a variety of manufacturers as long as the scanner includes a TWAIN driver (EDmin will provide a list of certified scanners). Because scanning solutions vary widely in cost, volume, frequency, district, and school processes and training, and, most importantly, impact on educational decisions, EDmin recognizes that flexibility is critical. The proposed solution supports the following five methods of assessment data input. The first three are input of data from student paper-and-pencil tests; the last two are for online testing:

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1. EZScan plain-paper scanning solution. This solution is best for classroom- or site-based scanning. This solution allows users to:
  - Use the scanning software built into the *INFORM Learning System*
  - Create pre-printed answer sheets to be processed using regular plain paper (compatible with many scanners with Twain drivers)
  - Print pre-identification student information directly to the answer sheet
  - Scan up to 300 pages per batch
2. Upload a CSV file using the current district scanning solution. This solution is best for centralized scanning at the district or site level. This solution allows users to:
  - Use any existing scanner or software that exports a CSV file
  - Import the CSV file using a standard format
  - View results immediately once the file has been uploaded through the user interface
3. Upload a TIFF file using the current district scanning solution. This solution is best for centralized scanning at the district or site level. This solution allows users to:
  - Use any existing scanner that exports a TIFF file
  - Import the TIFF file through the EZScan software
  - View results immediately once the file has been uploaded through the user interface
4. Online keying of student answers by the teacher.
5. Online keying of student assessment data (e.g., rubric-scored, observational/checklist, numeric score, etc.) by the teacher.

The *Item Bank*, which is utilized in the *INFORM Learning System* assessment application, is continuously being reviewed for improvement, proper standard alignment and item creation. Items within the *Item Bank* can also be edited by the user allowing them to modify attributes such as item definition, standard, passages, directions, questions, and responses (*Figure 11*). In addition to the *Item Bank*, the user has the capability to create new items and define item attributes per user requirements or modify an *Item Bank* item within the system. All district created items are maintained in a database exclusively for the district's own use and can be used stand alone or in conjunction with the *Item Bank* within the *INFORM Learning System*. All modified *Item Bank* items remain the property of NWEA within the bank. **District and third-party items and item banks, such as the MCESA REIL items/tests, can be imported into the *INFORM Learning System* using QTI 2.0 format. EDmin will work with MCESA to upload existing items and tests into the *INFORM Learning System*.**

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**Figure 11: Item Edit Definition**

All of the data captured through the *INFORM Learning System* assessment application is seamlessly imported into the system where the locally collected test data is available for viewing and reporting in the required categories alongside the state standards. Districts may also include other performance results and any other type of achievement indicator the district wishes to include in the Multiple Measures Report (e.g., a report showing content standards data, local assessment data, classroom performance, third-party assessment data, interventions, report card grade, attendance, etc.). The system’s reporting capabilities enable districts/schools to display learning proficiency from *any* type of assessment or achievement indicator.

### **Formative Assessment Item Banks – OPTIONAL, value-add to the Assessment Application**

Northwest Evaluation Association (NWEA) is a global not-for-profit educational services organization dedicated to the belief that assessments should make a difference for students. NWEA devotes extensive resources to research and development and better ways to gather data to improve instruction and increase student learning. Since delivering its first computerized adaptive test in 1986, NWEA has continued to grow its assessment offerings, research activities, and professional development services in support of its mission: Partnering to help all kids learn.

To this end, NWEA purchased the *Item Bank* that was originally developed by Educational Testing Service (ETS). NWEA continues to contract with ETS to help maintain and enhance the *Item Bank*.

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## Custom Assessments

The *Item Bank* is designed for the items to be used by educators to create custom formative assessments at both the district and classroom levels, resulting in the ability to monitor and track student progress. Outcomes from the assessments furnish educators with valuable student data that can help guide and improve instruction.

The *Item Bank* is a robust bank that provides variety and flexibility, allowing educators to select from a variety of topics in each subject area and the specific standards and items that most closely reflect the curriculum and instruction. Educators also can select the most appropriate items for their student population and for the time of year the test is given.

## Alignment

The items in the *Item Bank* have been checked for a match to the Common Core State Standards (CCSS) the Arizona Grade Level Articulations, and aligned where appropriate. As new items are added to the *Item Bank*, each item will be checked for a match to these standards. Please note that the new items will remain the property of NWEA.

## Subject Areas and Grade Levels

The *Item Bank* is a repository of high quality, standards-based items. The *Item Bank* includes items for the following subject areas and grade levels.

- **Mathematics for grades K-12:** The *Item Bank* contains more than 24,900 aligned items to CCSS, and 29,600 aligned to Arizona Grade Level Articulations.
- **English Language Arts (Reading and Writing) for grades K-12:** The *Item Bank* contains more than 26,100 aligned items to CCSS, and 26,500 aligned to Arizona Grade Level Articulations.
- **Science for grades 3-12:** The *Item Bank* contains more than 8,300 aligned items to Arizona Grade Level Articulations.
- **Social Studies for grades 9–12:** The *Item Bank* contains more than 600 aligned to Arizona Grade Level Articulations.

EDmin will provide *Item Bank* Coverage Reports and Sample Items for CCSS and Arizona Grade Level Expectations upon request.

## Item Development

The items in the *Item Bank* were developed using a rigorous item development process that includes multiple rounds of review to help ensure that the items are developed using best

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practices, are grade appropriate, free of potential bias and sensitivity concerns, and follow the principles of universal design.

The *Item Bank* is dynamic. The specific development plans for the *Item Bank* vary each year. This year more than 3,000 items will be added across the content areas to help refresh and maintain the bank. Typically, the *Item Bank* is updated twice a year, so educators can have access to the additional items and other improvements to the *Item Bank*.

## **Item Types**

While the majority of the items in the *Item Bank* are multiple-choice, short-answer and open-response items are also available. The short-answer and open-response items have scoring rubrics ranging from 0–2, 0–3, or 0–4 points. The Mathematics and Science items have item-specific rubrics, while the Reading items have either an item-specific or generic rubric.

## **Item Metadata**

To aid in item selection when building assessments, items in the *Item Bank* are identified by several user-selectable categories: grade level, objective, cognitive level, difficulty level, and passage type. For difficulty level, items at each grade level are labeled with one of three estimated difficulty levels: low, medium, or high. Each item is also labeled according to its cognitive complexity using Bloom’s Revised Taxonomy.

## **Use with Other Item Banks**

The items in the *Item Bank* may be used in combination with items from other item bank sources to expand the number and variety of items available to educators when creating formative assessments. Additionally, the NWEA items remain the property of NWEA when used on assessments. Accordingly, when the contract to license the *Item Bank* ends, then the rights to use the NWEA items on any assessments also end.

## **Item Modification**

In addition, so that the *Item Bank* can be as useful and flexible for educators as possible, NWEA allows items to be adjusted to reflect local expectations and vocabulary in order to best meet educators’ specific formative assessment needs and student population. For example, when building a high-quality test, educators often need to make some necessary edits (e.g., changing student names to balance gender in the test form and better reflect the student population, adjusting keys to balance correct answers). Educators may also want to make some edits so that the test better reflects their instruction (e.g., changing an existing word in an item to a more familiar vocabulary word). Changes also could include modifying items for use on alternate assessments, such as reducing the number of distractors and simplifying the language.

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In order for educators to modify an item, they must first copy the item in the platform and then apply the changes to the copy. The items in the *Item Bank* must stay intact. Please note that if educators make changes to *Item Bank* items, then the modified items and all derivative works created from them remain the intellectual property of NWEA. Once the contract to use the *Item Bank* ends, the rights to use the modified items also end.

If educators desire the ability to compare test results in the future, then no changes should be made to items once the test is administered, or between administrations. If items *are* changed once data have been collected, then the revised item likely will perform differently.

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## Section 6: Reporting



The *INFORM Learning System* application includes a powerful reporting tool that enables the district to view a snapshot of current student performance at the student, class, school, and district level. All student demographic data is obtained through automatic data uploads from the student information system (SIS).

EDmin's *INFORM Learning System* provides dashboards, student achievement indicator reports, and metrics that provide an alert notification solution that meets the requirements of a data warehouse and reporting dashboards. Dashboards and student achievement indicator reports enable school principals and teachers to continuously monitor student performance using metrics and indicators selected by the district. EDmin's solution will enable MCESA to add any indicator at any time to scale to meet reporting and student learning needs. With EDmin's Alert Notification reporting capabilities, administrators, principals, and teachers will receive automatically generated e-mails with the most current reports so that with the click of a mouse users can immediately see performance results and review high-risk students for timely interventions. The student achievement indicator reports will enable MCESA to monitor cohorts of students longitudinally, using selected indicators to measure such factors as high school graduation requirements, college readiness, and career preparedness.

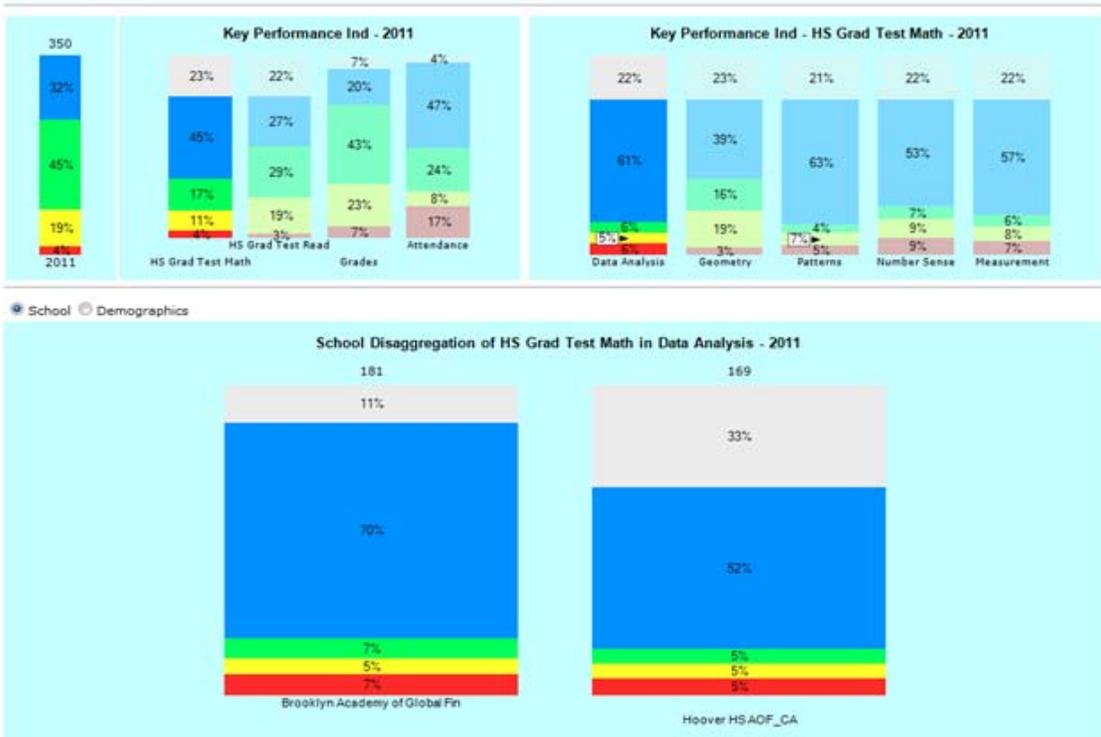
The *INFORM Learning System* was intentionally designed to provide all authorized and authenticated users with the ability to monitor student progress from any type of achievement indicator (i.e., multiple measures). This functionality enables users to monitor growth longitudinally over unlimited number of years from unlimited numbers of different assessment types. The *INFORM Learning System* is a role-based decision support system that provides multi-faceted, multi-year reports (i.e., longitudinal, historical, comparison, predictive, dashboard, progress monitoring/Rtl, etc.). District administrators have access to all of the data for all students within the district. Building principals have access to all of the student performance data for the students in the administrator's respective school. Teachers can view data on all of the students for which the teacher has the instructional responsibility. Depending on the user's role(s), the user's view may be more or less sophisticated as determined through the development of the Multiple Measures Report (MMR).

The following reports are representative of the types of reports that can be generated; however, reporting functionality is not limited to just these examples. The first screen shot shows a Student Success Indicator performance report (*Figure 12*). This type of report enables authorized and authenticated district users to view student achievement success across all of the grades in the district, by key indicators that have been selected by the district for each specific grade level, and by school and demographic attributes.

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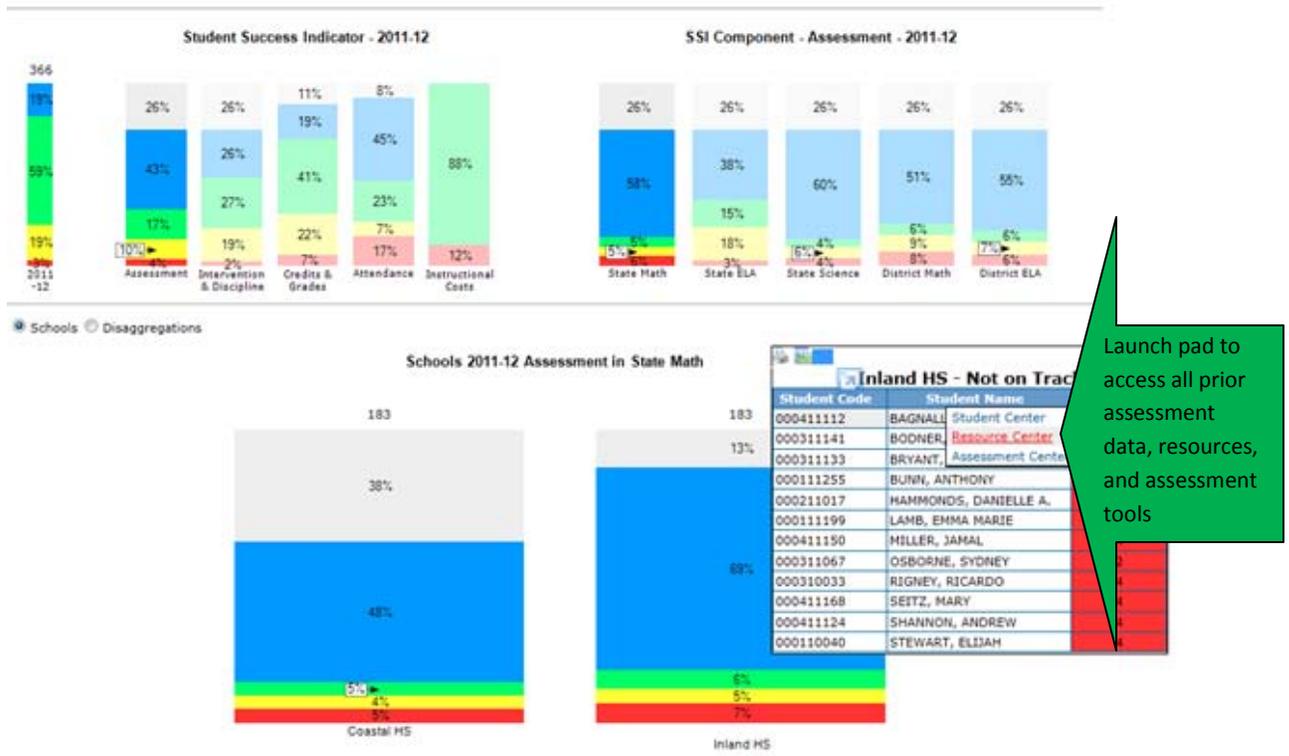
**Figure 12-A:** Student Success Indicator report showing seniors through Fourth Grade (left-to-right). The second line shows this year's graduating seniors measured by the student achievement indicators the district selected (i.e., high stakes state test scores for Math, Reading, Grades, and Attendance). The lower right-hand quadrant shows the strands associated with the High School Graduation Test for Math, or any achievement indicators the district wishes to use.



**Figure 12-B:** The bottom line shows the high schools. Users can drill down to any of the schools to see the students associated with the performance categories (shown on the next page in Figure 13).

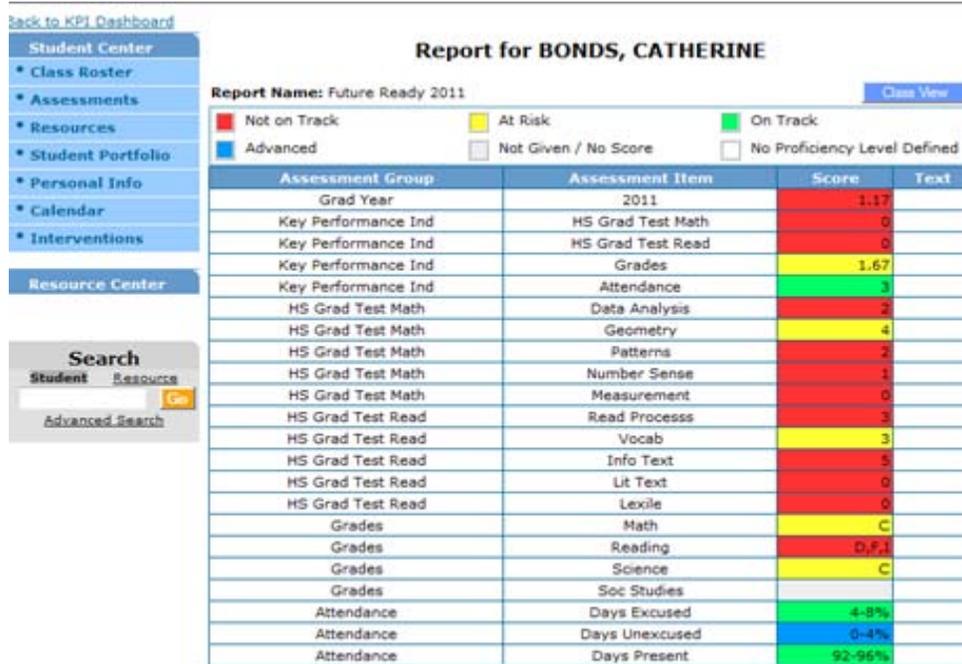
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Users may drill down into any column to see the relevant data associated with the column, as well as drill down into the schools to see the number of students associated with each performance category (e.g., the individual student’s contribution to the district student achievement indicator report). Users may also drill down to view the demographics associated with the performance skill categories.



**Figure 13: Drill down capability to see students associated with a school, and the names of students associated with a specific performance category. In this screen shot, the user can drill down into the selected school (bottom line) to see the percentages of students associated with each performance level. When the pie chart appears, the user can drill down into any of the pie segments to see the actual students associated with that performance level. When the user clicks on the student’s name, the user can then select whether to see all of the historical data associated with the student, enter into the Resources Center that target the specific performance result, or access the Assessment Center to see what assessments are available that match the performance results.**

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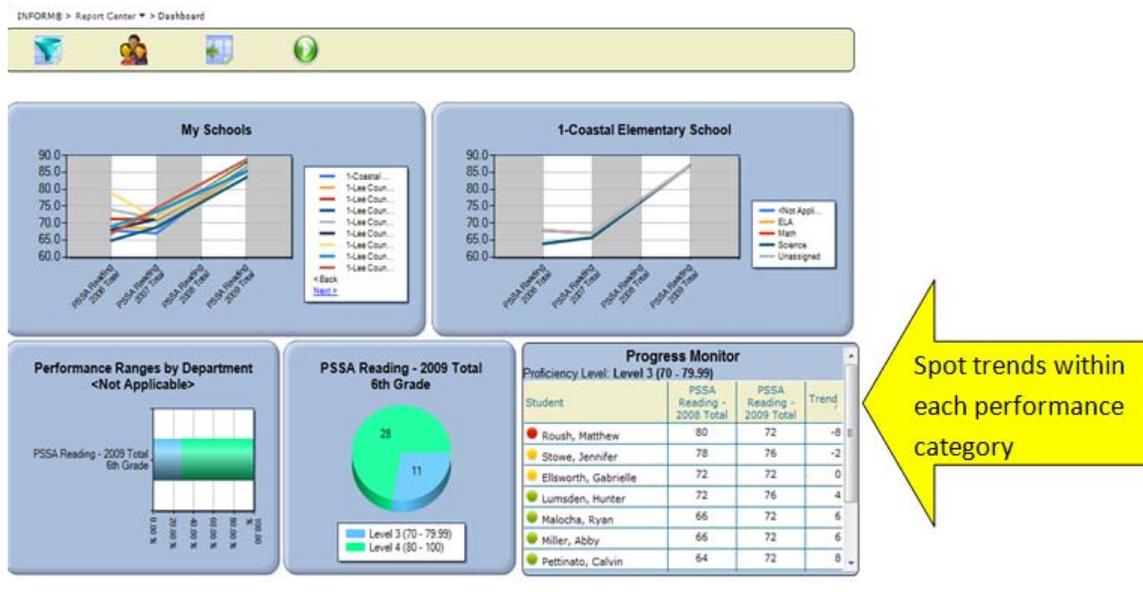
**Figure 14: Drill down to an individual student to see the student’s contribution to the Student Achievement Indicator Report. This view was obtained by going into the Assessment section (left-hand blue bar), clicking on the selected report, and then seeing the actual student performance. Please note: the new release scheduled for 2012 Quarter 2 will enable users to immediately access resources from the KPI report as well as Multiple Measures. The resources will be appropriate based upon the assessment results of the individual student.**

### **Trends Analysis and Dashboard Reporting**

The screen shot (Figure 15 on the following page) shows how all of the schools in a district performed on a high stakes state test in reading. One school was selected by clicking on the trend line in the upper left-hand quadrant (view is displayed in the upper right-hand quadrant). Two years of test data was available. The upper right-hand quadrant shows the current trend (i.e., thick blue line moving upwards) and the forecasting (i.e., purple line showing that if nothing changes in the assessment or instructional methodology, the improvement will continue). The trend line can be used to predict how students will perform in similar tests in the future and provide easily interpretable trends analysis.

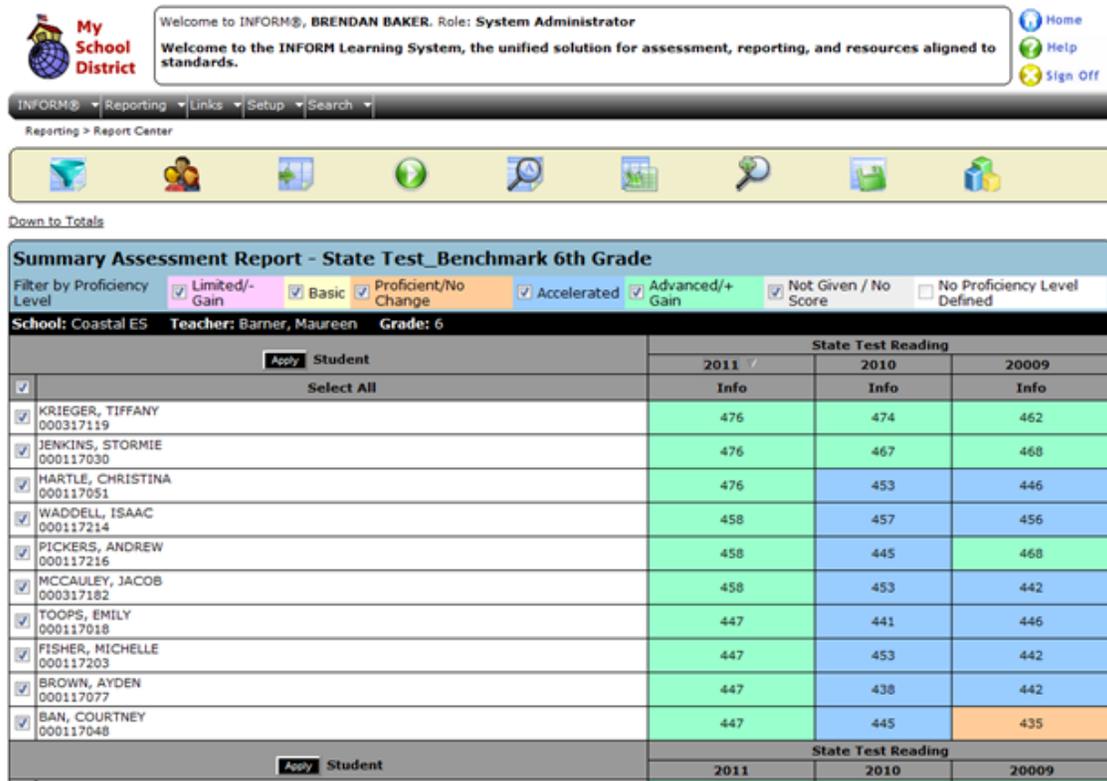
The lower left-hand quadrant shows how the selected school did, while the middle quadrant shows how many students fell into each performance category. The lower right-hand quadrant shows the actual students’ growth in the selected performance category (Proficient) over the two-year testing period. The trend column can be sorted low-to-high for student grouping, or high-to-low. The dashboard report functionality is designed to provide snapshots of student progress over time and can be “pushed” out to all educators via e-mail (i.e., Push Reporting).

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**Figure 15: Multiple Measures Reporting**

The screen (Figure 16) below represents how the *INFORM Learning System* provides educators with easily interpretable reports showing student progress from multiple bodies of evidence. In this case, the screen shot shows an example of three years of high stakes state test results with the most current year sorted for high-to-low performance:



**Figure 16: Summary Assessment Report – Multiple Measures**

# Maricopa County Education Service Agency: REIL Assessment System

The screen shot (*Figure 17*) below shows a multiple measures report that consists of the same three years of high stakes state test data, plus total scores for the most current district formative assessment in Mathematics, the individual Math strand results, the most current report card grade for Math, and attendance data. The Report Center can take any type of achievement data that the district wishes to use. Any of the columns are sortable (i.e., low-to-high, high-to-low) and users can click on the 'INFO' button to see the actual cut-scores associated with each performance score. Users can also click on the 'Toggle' button to view snapshot summary data:

**Click on "2011" generates ranking**

**Graph button**

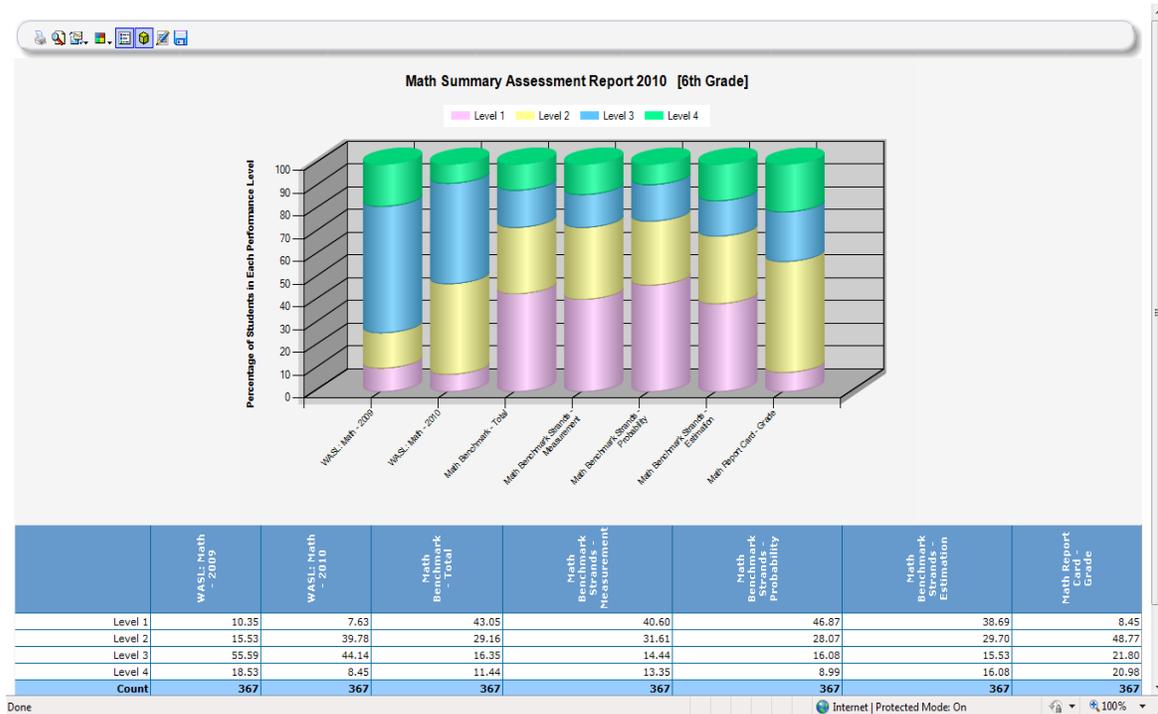
**Toggle button**

App#	Student	State Test Math			District Benchmark Test	Math Strands				Report Card		
		2011	2010	2009		Math	Patterns and Algebra	Number Sense	Geometry	Measurement	Math Course	Math Grade
<input type="checkbox"/>	DAUGHERTY, DESTINY 000117031	520	490	434	95.83	100	92.86	100	90	RD06	A	96.81
<input type="checkbox"/>	BURTON, KAYLAH 000116133	499	457	440	87.5	85.71	85.71	90	90	RD06	A	100
<input type="checkbox"/>	TRAME, DESIREE 000117004	485	474	440	95.83	92.86	100	100	90	RD06	A	100
<input type="checkbox"/>	ERNST, TAYLOR 000117011	485	474	430	83.33	78.57	85.71	90	80	RD06	A	100
<input type="checkbox"/>	CHRISTOPHER, ANTHONY 000117065	476	467	422	91.66	85.71	92.86	100	90	RD06	A	100
<input type="checkbox"/>	PICKERS, ANDREW 000117216	468	445	438	89.58	78.57	92.86	100	90	RD06	B	92.55
<input type="checkbox"/>	JENKINS, STORMIE 000117030	468	467	476	93.75	92.86	85.71	100	100	RD06	A	97.87
<input type="checkbox"/>	FLICK, MADISON 000117042	468	474	434	93.75	85.71	92.86	100	100	RD06	A	97.87
<input type="checkbox"/>	KRIEGER, TIFFANY 000317119	462	474	476	83.33	92.86	85.71	90	60	RD06	A	100
<input type="checkbox"/>	KELLY, JULIA KRISTINE 000117029	462	457	422	85.41	78.57	85.71	100	80	RD06	A	97.87

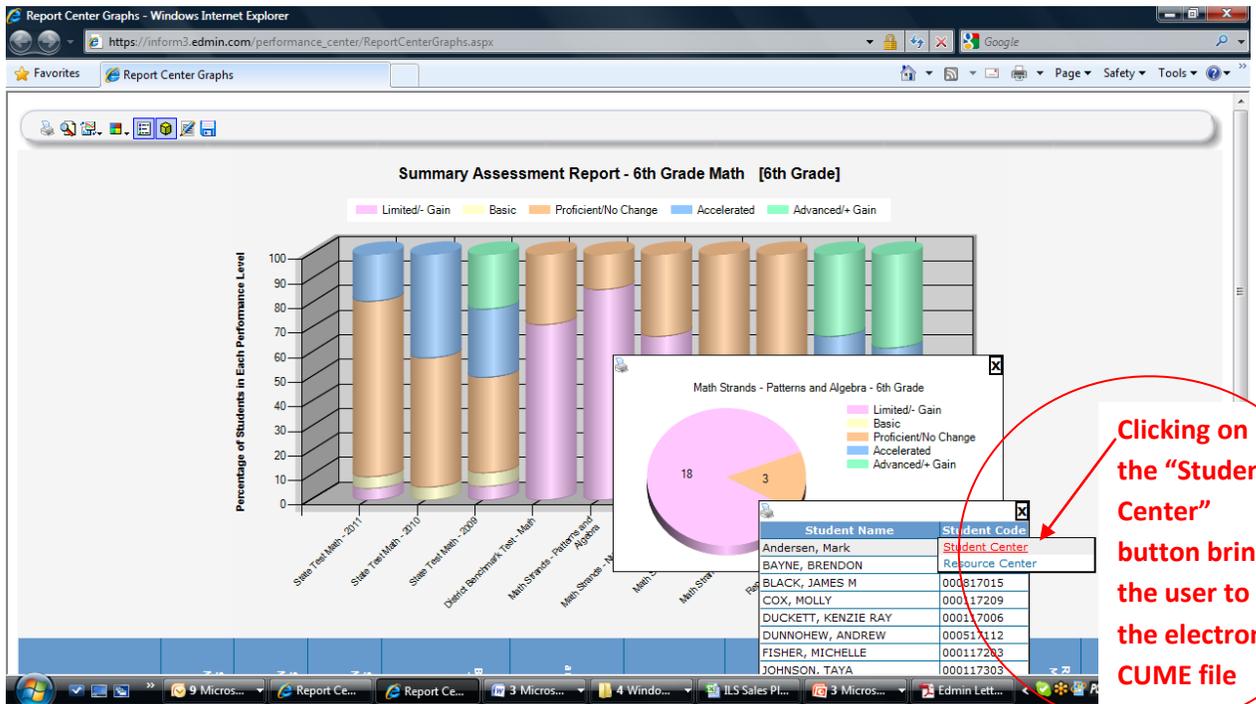
**Figure 17: Multiple Measures Report**

The graphical views (*Figures 18 and 19*) on the next page are accessible from the pivot table view above and enable authorized and authenticated users to drill down into any column to see the actual number of students in each performance category (the color-coded sections), and identify the actual students in each category. From here, as shown in *Figure 19*, the users can enter the electronic CUME file to see all of the assessment and achievement data mapped to the individual student, as well as view authentic samples of student work in the Online Portfolio, see a student's calendar, and access intervention data.

# Maricopa County Education Service Agency: REIL Assessment System



**Figure 18: Graphical View**



Clicking on the "Student Center" button brings the user to the electronic CUME file

**Figure 19: Student Center access from reports**

## Maricopa County Education Service Agency: REIL Assessment System

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The *INFORM Learning System* will also allow also educators and administrators to do the following. The Reporting application is very robust and is not limited to these identified:

- **Facilitate the disaggregation of data by demographic filters to view performance of student groups.** The *INFORM Learning System's* demographic filters obtained from the SIS enable users to easily view performance data associated with the selected student demographic filters.
- **Reports real-time district, school, classroom or student results through more than 300 reports.** The *INFORM Learning System* contains more than 300 reporting functionalities and the data is made available through the ability to upload teacher, class, student, and assessment data nightly to ensure that all class rosters are current. As assessment data is loaded and mapped to the appropriate teacher/class and student, the data is immediately available for viewing - shortening the typical lag time for viewing assessments and enables teachers to take advantage of the “teachable moment” immediately.
- **Shows student results aligned to standards.** The *INFORM Learning System* is a standards-based reporting tool so all student achievement is reported and aligned to specific state/district and Common Core Standards. This enables users to immediately identify the learning gaps and ensures that instruction and learning are aligned to standards. Additionally, all interventions and resources may be aligned to standards to further advance a standards-based instructional pedagogy and methodology.
- **Maintains historical assessment data for longitudinal comparison and analysis.** The *INFORM Learning System* stores all historical assessment data associated with a student for as long as the student is enrolled in the district. The historical data is viewable through a complete set of longitudinal reports that enable the district to compare year-to-year results on specified assessments, and track student learning gains/losses. This type of data enables administrators to immediately see the effectiveness of the curriculum scope and sequence, and identify best practices for sharing across the district.
- **Provides easy access and ability to configure reports without HTML or programming language knowledge.** The *INFORM Learning System's* Multiple Measures Reporting (MMR) templates provide users with an easy to use wizard to create a template. All calculations may be identified and then selected for automation so that users do not have to perform difficult statistical analysis, or use HTML or any other programming language to create and configure the report(s). The wizards have been designed to perform these functions for the user. Users may drill down from the graphical view above to see the numbers of students in each performance level, and the actual students in each performance level simply by clicking on a column. The numbers and names of students then appear.

## Maricopa County Education Service Agency: REIL Assessment System

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- **Provides the ability to manually enter student standardized test scores.** EDmin realizes that not all assessment data will be automatically loaded and that teachers frequently want to administer on-the-fly testing to assess classroom learning. EDmin has designed a manual entry functionality known as Enter Scores that enables teachers or specified personnel to manually enter the data and have the ability to immediately view the performance results.
- **Displays summative and formative assessment data for use as a baseline reference.** The *INFORM Learning System* accommodates both summative and formative assessment data that enable users to establish baselines via the summative high-stakes state tests, for example, and compare that data to the formative assessments that are administered more frequently (such as district benchmark assessments). Additionally, formative assessment data from the individual classrooms may be brought in for further comparison and analysis.
- **Allows multiple modes of measurement (e.g., state, district, and local assessments) with 30+ score types.** As identified above, the *INFORM Learning System* accommodates *any* type of measurement data as well as score type(s) that includes, but is not limited to, formative assessments, summative assessments, classroom testing and assessment, and other types of indicators relevant to performance (i.e., attendance, report card grades, interventions, etc.). The *INFORM Learning System* currently accommodates more than 30 score types and has not yet discovered a score type that it cannot display accurately in the solution. The distinctive feature of *INFORM Learning System's* Multiple Measures Reporting is that a viewer may see a high-stakes state summative assessment with a norm-referenced score, a district formative benchmark assessment with a percentile or raw score, a report card grade using a letter grade or rubric, a Lexile-score for reading assessments, a text word for other types of assessments describing the proficiency level, etc., all on one report view. This is possible because the application enables users to establish cut-scores for *each and every* assessment that is brought forth into a Multiple Measures Report. Users can quickly click on the 'INFO' button to see what the individual cut-scores are for each assessment and identify those students who are right on the "bubble."
- **Indicates which students are (or are not) meeting standards in specific tests by color-coding and graphs.** The *INFORM Learning System* presents data in two different types of displays: Tabular data and graphical representations.
- **Develop individual learning plans and manage interventions.** The *INFORM Learning System* enables educators to develop individual learning plans that contain performance goals and can be used to monitor student progress, student learning activities, interventions, and growth.

# Maricopa County Education Service Agency: REIL Assessment System

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## Section 7: Project Implementation & Training

The EDmin Client and Partner Services team will support MCESA and has the proven experience and expertise to assure a successful implementation. Client and Partner Services team members consist of project managers and product specialists who are experts in establishing successful *INFORM Learning System* implementations for state departments of education and districts. Prior to your *INFORM Learning System* implementation, we will provide you with success stories and access to those who have successfully implemented the solution. This will be an opportunity to learn best practices to produce results in MCESA.

### **Implementation Plan and Methodology**

EDmin is well known for its strong implementation and project planning. As part of the project management, EDmin will provide MCESA with a comprehensive project implementation plan. **The *INFORM Learning System* is fully implemented within an average of 45-60 days of contract execution.**

The deployment time will be spent in several ways:

- Populating the entire solution with Arizona Academic Standards and Common Core State Standards that will enable accurate standards-based student achievement reporting and provide users of the *INFORM Learning System* the ability to align professional development with standards.
- Importing the requisite Teacher/Class/Student data from the SIS that will enable the *INFORM Learning System* to deliver assessments to teachers and students, produce the student achievement reports, and populate the curriculum templates.
- Validating the data through a minimum of two manual imports so that the scheduled import from SIS may be automated according to the schedule determined by MCESA.
- Providing system administrator training to those individuals MCESA designates as the solution's system administrator(s)
- Scheduling training at the district/administrator and teacher levels
- Conducting the training
- Monitoring the project plan and revising as determined necessary
- Conducting regularly scheduled project planning and status meetings (i.e., daily/weekly meetings plus e-mails and phone calls as needed) with MCESA staff

# Maricopa County Education Service Agency: REIL Assessment System

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- Providing MCESA staff with all of the knowledge and training required to successfully conduct ETL processes
- Conducting and demonstrating to MCESA staff that the proposed solution is powerful and robust enough to pass volume/stress testing, production testing, and process testing.
- Setting up a User Acceptance Test site for MCESA site to use for user acceptance testing
- Provide support through an 800 number to the Help Desk, as well as having 24/7 access to the project manager, client relationship manager, and client engagement manager.

## **Training/Professional Development**

EDmin is recommending the “Train-the-Trainer” model to MCESA for several reasons. Train-the-trainer, and the training certification EDmin has developed for trainers, ensures that INFORMATION and knowledge are seamlessly passed in a consistent, rational, and coherent model within the district at all times in a very cost-effective manner. If MCESA wishes to have EDmin conduct the training for the School Board employees that is separate from the Train-the-Trainer model employed for site-based instruction, this can be arranged.

EDmin’s training certification has been designed to be offered both onsite and in a self-paced, on-line environment. The training identifies major topics and sub-topics, sub-topic components, and then “chunks” the training into manageable portions that allow for hands-on demonstration of key concept mastery. When the training occurs online, users have access to a master trainer and participate in online forums throughout the week.

Training involves using real student data, curriculum, learning and instructional resources, and actual hands-on application to facilitate the “learn-as-you-go” approach that works best for adults. The Train-the-Trainer approach enables concurrent training to occur in multiple locations. This increases the number of people who can be trained within a limited timeframe. Training materials are also modeled on principles of adult learning and are available in a variety of formats: text, CD, online access that is printable, Web-EX seminars, etc.

## **Training Model**

EDmin proposes a combination of a “Train-the-Trainer” model coupled with direct user training. EDmin recommends three distinct groups for training: System Administrators, District/School Administrators, and Teachers. This hybrid model is essential for several reasons:

- Different aspects of the solution require greater in depth knowledge at the district level of how the different solutions work together.

## Maricopa County Education Service Agency: REIL Assessment System

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- The solution providers have identified effective training models for individual applications; however, comprehensive system administrator training is needed at the district level to coordinate and facilitate the solution integration.
- Teacher training is quite different from system administrator training.
- Phased-in implementation plans allow for concurrent types of training to occur. The hybrid model allows MCESA to receive cost-effective professional development that maximizes its investment while minimizing the impact on staff.

Training occurs after the error free data import of student, teacher, class files, standardized test results, and site data has been completed by EDmin and validated by the district. Once a contract has been signed, however, the process for preparing the data into the desired file formats can begin immediately. Direction as to preparation of the data format begins with the implementation meeting that is usually held within four (4) weeks of the receipt of a signed contract by EDmin.

Training can be held on-site at the district office, or at individual district sites. The determining factor is the need for a computer lab that has Internet access and standard browsers. The lab size should accommodate at least 15 single users (or more if people can double up).

# Maricopa County Education Service Agency: REIL Assessment System

## Section 8: Cost Structure

This section provides Maricopa County Education Service Agency with the annual software license subscription and other costs of EDmin's **INFORM® Learning System –Assessment and Reporting** applications. One solution...one price...numerous functionality and capabilities!

EDmin's licensing model is based upon a per student subscription basis and includes requisite support fees (i.e., technical support). Pricing outlined includes annual software license subscriptions and other costs of EDmin's proposed *INFORM Learning System's* Assessment and Reporting applications. Our pricing includes all fees and there are no hidden charges.

EDmin also requires *Master Software License Subscription and Services Agreement* and *Statement of Work* be executed. EDmin will provide these documents to MCESA upon request.

### **PRICING PROPOSAL FOR MARICOPA COUNTY EDUCATION SERVICE AGENCY ANNUAL LICENSE**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Estimated Number of Students</b>	77,892	77,892	77,892	77,892	77,892	
<b>License Fees</b>						
Annual License Fee - INFORM	\$303,779	\$306,817	\$312,953	\$320,777	\$328,796	\$1,573,121
Annual License Fee - Test Builder	\$116,838	\$118,006	\$120,367	\$123,376	\$126,460	\$605,047
Annual License Fee - NWEA Item Banks	\$194,730	\$196,677	\$200,611	\$205,626	\$210,767	\$1,008,411
<b>SUBTOTAL</b>	<b>\$615,347</b>	<b>\$621,500</b>	<b>\$633,930</b>	<b>\$649,779</b>	<b>\$666,023</b>	<b>\$3,186,579</b>
<b>Annual Support and Maintenance</b>						
Services Bank	\$83,400	\$33,800	\$30,400	\$29,700	\$30,300	\$207,600
Training - On Site Fees	\$20,000	\$17,500	\$12,500	\$11,300	\$10,000	\$71,300
Training - Webinar Fees	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000	\$135,000
Hosting - Production Servers	\$10,000	\$10,000	\$10,500	\$11,000	\$12,000	\$53,500
Encryption Key	\$375	\$375	\$375	\$375	\$375	\$1,875
Expenses	\$5,000	\$4,000	\$4,000	\$3,700	\$2,800	\$19,500
<b>SUBTOTAL</b>	<b>\$145,775</b>	<b>\$92,675</b>	<b>\$84,775</b>	<b>\$83,075</b>	<b>\$82,475</b>	<b>\$488,775</b>
<b>Discounts</b>						
Multiple Product License Discount	(\$92,302)	(\$93,225)	(\$95,090)	(\$97,467)	(\$99,903)	(\$477,987)
<b>SUBTOTAL</b>	<b>(\$92,302)</b>	<b>(\$93,225)</b>	<b>(\$95,090)</b>	<b>(\$97,467)</b>	<b>(\$99,903)</b>	<b>(\$477,987)</b>
<b>TOTAL</b>	<b>\$668,820</b>	<b>\$620,950</b>	<b>\$623,616</b>	<b>\$635,387</b>	<b>\$648,595</b>	<b>\$3,197,367</b>

*Pricing valid through July 15, 2012*

# Maricopa County Education Service Agency: REIL Assessment System

## Assumptions & Requirements

Annual Licenses are limited to modules specified in the solution proposal (INFORM Learning System, Reporting/Connect, IDMS Assessment Package, Formative Assessment Item Banks)  
 All products and services are provided pursuant to the terms, conditions and scope requirements contained in the Master Agreement and the License and Service Agreement.

Data will be provided in conformance with EDmin's Functional Data Requirements and Specifications.

Fees for hourly provided services are subject to exact scope and requirements to be determined.  
 Professional Consulting Services are provided at contractual hourly rates for each professional performing services through EDmin's Service Bank.

The Service Bank can be used for all required Consulting Services from EDmin and its Services Partners.

The Service Bank provides you the flexibility to choose the exact services you will need or request.  
 The Service Bank does not represent a cap, but only an estimate based on our current understanding, and is subject to change based on revised information.

Districts are responsible for providing all hardware and bandwidth requirements for users.  
 Districts will provide access to district personnel, source system files and data as required.  
 Actual charges may vary depending on the actual scope of work.  
 A minimum amount of Professional Development in the first year is required for effective implementation.

### **INFORM Learning System Services available from EDmin and its Service Partner**

INFORM Basic	Implementation and Use Planning	Data Services	Technical Support
Implementation Planning	Extended Project Management	Entering customized, modified or additional Curricular Standards	Additional Website set-up (for user acceptance and training uses)
Kick-off Project Planning Meeting	Development of long-range Implementation Plans	Standards Entry	Maintenance of additional website maintained for user acceptance and training websites
Site Set-up and Configuration Reviewing and Loading Curriculum Standards Reviewing and Loading Teacher/Class/Student Data	Standards Planning, Reporting and Design Performance and Assessment Planning and Design Customized Report Development	Data Import and Validation Data Import Exception Reporting Data Import Recovery	Self-Hosting Support Services Technical Architecture Consulting Modifications to the Licenses Software (pursuant to mutually-agreeable scope definition and a separate contract)
Reviewing and loading Assessment Data	Development of customized Curricular Standards	Data Entry and Special Processing	
Project Management	Data Planning, Correlation, and Alignment	Create Data Dictionaries and Battery Matrices for Importing Additional Assessments	

## **Section 9: Additional Product Material**



Connecting Educators  
With What Works



# Academic success starts here . . .

EDmin's **INFORM**® Learning System creates an active partnership with educators to support student achievement. Educators can provide just the lesson a student needs, *right when it's needed*.

An online platform connects educators to everything they need to provide personalized learning. They can review actionable data and use instructional software to assess what students know. They can find lessons for individual students using a "recommendation engine" that connects them to millions of resources aligned to standards.

Educators can also collaborate in a private professional learning community, a strong component of a culture focused on student success.



As a result of working with educators since 1990, EDmin created a system that is powerful enough to meet their instructional needs by following three principles:

- The system is built on an open platform, so educators can integrate solutions from other companies.
- The system's capabilities are automated, so it's easy for educators to provide personalized learning.
- The system provides data analytics that create a holistic view of student achievement, so all roles know at a glance exactly what students need to succeed.

# Data analytics are the foundation

The core of the **INFORM** Learning System is an Academic Data Warehouse that posts data automatically. A learning analytics library assists professionals in prescribing appropriate resources. Learning analytics libraries are customizable to support use of research-based methodologies by the entire organization.

Partner methodologies can be integrated at any point in the cycle



The **INFORM** Learning System's open platform can integrate partner solutions or the platform can be integrated into a partner portal.

Key capabilities include:

- ▲ Repository: Millions of resources/metadata from 150+ publishers
- ▲ Platform: Role-based access to student success indicator dashboards
- ▲ Warehouse: SIF-enabled; automated ETL from any source; able to store millions of student indicators
- ▲ Library: Data analytics to link performance indicators and the content repository

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©2012

We call it  
**INFORM<sup>®</sup> Learning System**

You'll call it  
**School Improvement That Works**



■ **Your partner  
in the Race  
to the Top**

**EDmin**

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*Connecting Educators  
to What Works*



“We chose EDmin’s INFORM<sup>®</sup> Learning System because the solution is so intuitive for teachers.”

*Dr. Bertha Doar  
Director of Assessment  
St. Louis Public Schools*

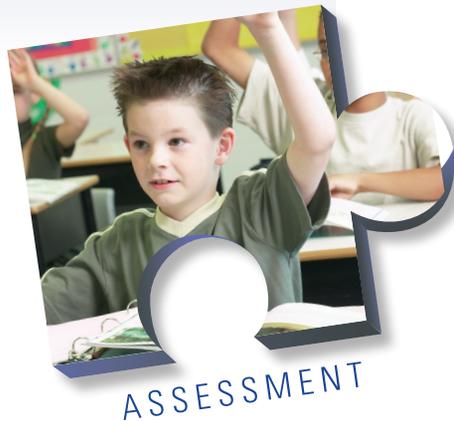
The INFORM® Learning System is an enterprise-level system that connects educators to what works for planning, executing and achieving school improvement.

At each stage in the teaching and learning process, the INFORM® Learning System answers the critical question: **"WHAT WORKS?"**

Easy-to-use web-based applications support student achievement because:

## HIGH QUALITY ASSESSMENT IS LINKED TO SCHOOL REFORM

Educators are uncomfortable with assessments based on guesswork. The INFORM® Learning System removes that obstacle by providing best practices for creating assessments and by supplying more than 64,000 standards-aligned test items created by Education Testing Services®.



## REPORTING EMPOWERS INSTRUCTIONAL DECISIONS

Reports are useless if they are not timely or lack transparency. The INFORM® Learning System reports assessment results immediately. Data is intuitively displayed in tabular, graphical, dashboard and key performance indicator reports that alert teachers to students who need intervention.



## RESOURCES

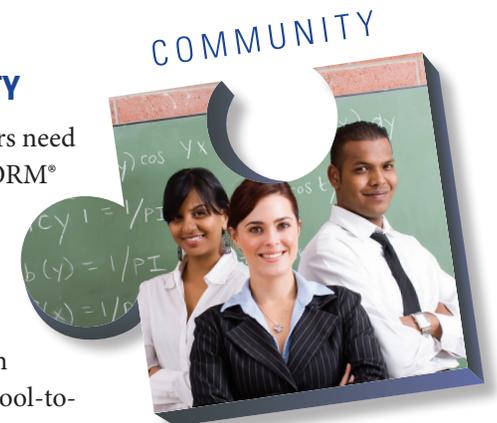


## IT'S EASY TO DIFFERENTIATE INSTRUCTION WITH TARGETED, ALIGNED RESOURCES

Educators need more than content — they need a way to transform curriculum. The INFORM® Learning System provides more than 200,000 grade and subject-specific resources aligned to State and Common Core standards—and it provides practical ways for teachers to work together online to manage curriculum.

## PLCs CONNECT THE EDUCATOR COMMUNITY

More than ever, educators need to collaborate. The INFORM® Learning System sets up Professional Learning Communities that can be exclusive to a school or district. Educators can also count on secure school-to-home communication.



The INFORM® Learning System has the power to tailor school reform to your community of learners because it is an open platform solution, built on a best-of-class academic data warehouse. Please contact us for a free consultation to determine the capabilities that will best meet your needs and to experience an online demonstration. You will see for yourself that the INFORM® Learning System is both affordable and easy to use.

**Please contact EDmin  
at 1-800-748-6696 ext. 125**